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# SCHOOL MANUAL

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# MANUAL

FOR THE

# DIRECTORS AND TEACHERS

OF

# COMMON SCHOOLS

IN

# PENNSYLVANIA,

WITH FORMS OF REPORTS, PLANS OF BUILDINGS, ETC. ETC.

PHILADELPHIA:
J. CRISSY, NO. 4 MINOR STREET.
1840.

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Entered, according to the act of Congress, in the year 1840 by,

REV. J. R. GOODMAN, AND JAMES CRISSY,

in the clerk's office of the district court of the United States in and the eastern district of Pennsylvania.

TO REV. J. R. GOODMAN.

DEAR SIR,

THE "Pennsylvania Series of Elementary School Books," is a work which is, at this time, much needed, and I am rejoiced to hear that its publication is commenced by gentlemen fully competent to make it what it should be.

The geography, the history, the institutions, the resources, and improvements of our commonwealth, and the biography of our distinguished men, furnish interesting materials for a work of this kind, and information highly desirable for our youth, and necessary to give them a proper estimate of their native state.

I am yours respectfully,

FRANCIS R. SHUNK,

Superintendent Common Schools.

*Harrisburg, Nov.* 1, 1839.

---

I CHEERFULLY concur in the above sentiments.

GEO. N. ESPY,

Auditor General.

*Harrisburg, Nov.* 1, 1839.

---

*Treasury Office, Nov.* 1, 1839.

DEAR SIR,

THE plan of a new series of primary books, for the use of common schools, which has been submitted to me, is one with which I am much pleased.

It has long been a desideratum with me, to have something more exclusively Pennsylvanian, put into the hands of our youths. This object appears to have been attained in the plan you propose, as far as I have been able to examine it.

I hope you may succeed in the undertaking.

Yours, truly,

DANIEL STURGEON,

Treasurer of the Commonwealth.

*Rev. John R. Goodman.*

---

I DO heartily concur in the above.

Respectfully, yours,

JACOB SALLADE,

Surveyor General.

## EXTRACT

*From His Excellency, Governor* PORTER'S *Message, Jan'y 8th,* 1840.

We are also in need of a proper system of school books, to be used in our schools, and which should be composed by competent persons, for the instruction of the youths of Pennsylvania. Such a course as would tend properly to impress our youth with a due regard for our own commonwealth, would endear her to their hearts. Her position, wealth, and intelligence; the admirable and free system of her laws; her unwavering patriotism and devotion to republican principles; her distinguished philanthropy and benevolence, entitle her, in a pre-eminent degree, to the love and veneration of her children, who should be early taught properly to estimate her great characteristics.

---

# BOARD OF CONTROLLERS

OF

PUBLIC SCHOOLS, FIRST SCHOOL DISTRICT, PA.

(Extract from the Minutes.)

AT a meeting of the Board, held this day, the following resolution was adopted.

RESOLVED, That the "*Pennsylvania Biography*," edited by the Rev. J. R. GOODMAN, be introduced as a reading book, into the Public Schools.

RICHARD PENN SMITH,
Secretary.

*January* 14, 1840.

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# CHAPTER I.

## HISTORY OF EDUCATION IN PENNSYLVANIA.

It is an assertion, not more unqualifiedly made, than it is with all due regard to its emphatic force, that no state in the American confederacy has exhibited a greater interest in the objects of education, than the Commonwealth of Pennsylvania. Whilst yet a colony, and in the very infancy of its existence, the Province, of which the illustrious Penn was the proprietary and founder, convinced of the necessity of providing for the mental culture of the settlers, granted, in some measure, the means for a general instruction of the young, and established seminaries, throughout districts, at that time occupied even by a small and dispersed population. Although the measures were not wholly productive of the beneficial effects designed by the patriarchs of the colony, yet it is a just cause of pride with their descendants, that they can appeal to their action in the case; and which was pursued by them in furtherance of those views which a virtuous and enlightened community must always entertain, both as to their own duty, and the claims of the rising generation.

The defects of the system of education, if such it may be called, which marked the original course pursued in respect to school establishments, were owing to the want of some general provision, by legislative enactments, for the establish-

ment of a plan of general instruction, and the appropriation of an adequate fund to be permanently and sacredly employed in this important object. Whilst the most generous endowments were successively granted, to further a purpose, regarded as of vital interest, there was seldom required, from their recipients, those restraints, which would have essentially aided the proper expenditure of colonial donations. The consequence was, that in too many instances, a rivalry was excited among different sections, for an enjoyment of that public patronage, in regard to education, which was never withheld, however serious the question as to the propriety of an indiscriminate bestowal of aid to a general object, which could not, under circumstances, both of the period and relative situation, be profitably advanced.

It is a matter of astonishment, that with the enlightened and benevolent views which Penn entertained in respect to the real, solid benefits of society, and which influenced him in all his public measures, no appropriations of land, in his Province, were made for the support of education. Provisions, not only for the enjoyment of every happiness which can be conferred upon a people, through civil enactments, were bestowed by this eminent statesman, but special privileges were granted to his colonists, by which they were relieved from many of the usual burdens necessarily imposed upon men in a state of government. That this omission is to be attributed to the existence of a principle of religious discipline among the Friends, the Society to which he belonged, requiring that every due attention shall be given to secular learning, yet that it shall always be connected with sacred instruction, is an idea which cannot be entertained by any one, who is the least conversant with the character of this excellent man. Closely identified as is his name with

the history of the above denomination of Christians, and attached as he was with an abiding, holy love, to all their distinctive and peculiar modes of faith and practice, yet the very foundation of his Commonwealth, rested upon the broad and prominent maxim of religious toleration, to its greatest extent. Faithful to this cardinal principle, in all his public transactions, it cannot be supposed, that in this single particular, and one too, that in his mind was of serious importance and weight, as will hereafter be shown, he should purposely have refused a becoming interest. Had he made large donations of land, in his newly acquired territory, to his religious friends, and excluded others differing from them in creed, there might be founded the supposition, that the omission in providing a fund, to be derived from lands set apart for the purposes of general education, was a matter of settled calculation or purpose. Such, however, was not the case; and whilst the cause is unknown, it is a subject of regret, that the measure had not been adopted by him, thus adding an additional claim upon the gratitude of succeeding generations.

Had even the lands in the tenure of the Commonwealth, on its establishment, been appropriated to this object by the early state legislatures, enough would have been possessed, to provide, in the most ample manner, and for the greatest population, all the means, for the purposes both of general and academical education. That the wise and good men who framed the constitution of the state, were not indifferent to the importance of the subject, can be seen in the most prominent provision which that instrument contains, and which requires, that general instruction be one of the primary objects of legislation. But the condition of affairs on the close of our revolutionary contest, was supposed to be unfavourable to the establishment of a system, the necessity

of which might have been admitted. The great debt resting upon the state, contracted through her liberal and patriotic exertions in the above war, was another cause for this apparent neglect. Subsequent events, however, have shown, that had all the domains of the commonwealth been appropriated at that time, the general prosperity which succeeded, and the successful enterprize of our citizens, would have easily removed the burdens resting upon the state.

This course had been followed in some of the colonies, where either the Crown had granted large tracts of land for the support of schools, or the colonists, on their first settlement, had purchased them at inconsiderable prices. Set apart for this object, and guarded by all the barriers, not only of law, but a common interest, they were retained for this one single purpose. With the increase of population and improvements, they advanced in value, and soon became sufficient to sustain all the expense of educating the youthful population of the respective states, whose first settlers had the wise forethought of successfully providing for one of the strongest claims that posterity might present. At this time, such is the accumulated, and still progressing value of the school lands, in some few of the states, that they are nearly sufficient to meet the charge of universal instruction, making the disposal of a surplus revenue, which ere long will result, a subject of anxious inquiry.

Yet, although Pennsylvania has thus wanted a school fund to aid her in her plans of educating the young, without materially subtracting from her treasures those large sums that other objects which claimed her attention and interest demanded, she has never withheld appropriations that, aggregately considered, present an enormous total. This can, in proud confidence, be presented to the world as an evidence

of concern for her own character, and the best good of her rising generation. When, however, these donations are considered as having been derived from no indirect source, but immediately from the taxes received by the county authorities for the state government, the merit must be awarded, which is justly deserved, and which can only be withheld by injustice.

This introduction has been considered necessary on account of the erroneous opinion, entertained by many, as to the deficiency, or neglect in legislative action, in respect to popular education in Pennsylvania, and consequently, as to the large share of ignorance, supposed to be prevalent. Whilst some have adopted the belief,—through hasty and unwarrantable conclusions,—chiefly, however, from the want of an intimate knowledge of the peculiar aspect which a portion of our inhabitants present to the stranger; others have had an object in thus traducing a state, truly majestic in the grandeur of her public improvements and her monuments of expansive benevolence, as well as for her affluence in mighty resources. Yet, apart from these attributes of a great commonwealth, she is venerable for her seats of learning! At no time, since her existence, has there ever been wanting a spirit among her people to expend, and in too many instances, with lavish profusion, her great means in this noble cause. But the great division which marks our population, in respect to customs and language, has interfered, until within a few years, with every attempt to establish a unity of action in this important matter. A very large majority of the inhabitants are either Germans, or the immediate descendants of such. These hold, with remarkable tenacity, a strong attachment to the language, and even the mode of thinking, prevailing in the land of their origin. Yet it is the land of

science, and literature and the arts; a country consecrated by the very spirit and genius of learning and wisdom. And in that home of great and mighty minds, there exists, in efficient operation, a system of education which has long been the admiration of the world! And can it be inferred, that a people, who have sprung from such a country, could be regardless of the value of secular learning; or that they would array themselves against that which ennobles their nature, and ministers to their worldly interest? They are not thus indifferent,—not thus suicidal as to that which is of vital worth. Yet their love to the language of Gœthé and Schiller, a language which, in the words of one of their poets, has "never been conquered," causes them to establish among themselves, such schools as alone supply instruction in that tongue. Admitting the impolicy of such a course, it, however, does not follow that their children do not receive instruction. On the contrary, that which is supplied them is ample, and freely sufficient for all the purposes for which it may be required.

It was on account of this portion of our population—in many respects the most valuable in our state,—having in common use no language but a foreign one, that the impression was entertained, among strangers, that general education was neglected. A distinct and prevailing system was not, indeed, in operation; yet in no state were the young better, nor more generally instructed, than in our Commonwealth. In proof of this, the following exposition is presented; exhibiting the statutory provisions, and the liberal appropriations made by the legislature of Pennsylvania, in furtherance of education, both elementary and academic. The synopsis is prefaced by the proceedings of the colonial government in the premises.

# CHAPTER II.

ENACTMENTS ON THE SUBJECT OF EDUCATION, BY THE PROVINCIAL COUNCIL AND STATE LEGISLATURE OF PENNSYLVANIA.

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## CHARACTER OF ENACTMENTS, ETC.

*April* 25, 1682.—WILLIAM PENN, in the introductory recital to his Frame of Government, declares, "that which makes a good constitution, must keep it, viz. men of wisdom and virtue; qualities that, because they descend not with worldly inheritance, must be carefully propagated by a virtuous education of youth."

In the body of the instrument, he directs that public schools shall be established and properly controlled.

10*th Mo.* 26*th* (*October*) 1683.—Extract from the Journals of Council:—"Enoch Flower undertakes to teach school in the town of Philadelphia, on the following terms, viz:—

"To learn to read English, 4*s.* by the quarter; to write 6*s.*; to read, write, and cast accounts, 8*s.*; boarding a scholar, that is to say, diet, lodging, washing, and schooling, £10 for one whole year."

*5th Mo. May* 1689.—A number of the principal inhabitants of Philadelphia, associated together for the establishment of schools, and agreed with George Keith, to take charge of an academy; founded by their contributions. The salary given to their teacher, was £50 per annum, and a house for his family. The remuneration was afterwards increased to £150 a year, and provision was made for the gratuitous instruction of the poor.

1697.—In this year, the above association was incorporated by charter, under the title of the "Overseers of the Schools," and still exists in the city of Philadelphia. The Friends' School in Fourth, below Chesnut, is regarded as the principal establishment, having in connexion with it, a number of schools, exclusively sustained by that denomination of Christians.

1712.—A general act passed in reference to schools, hospitals, &c., authorizing all protestant congregations to purchase lands for the above purposes, and to establish such institutions.

*February* 6, 1730.—An act explanatory of the above, and extending the privileges.

*July* 30, 1753.—A charter was granted by the Proprietaries to the Academy and charitable School, in the province of Pennsylvania.

*May* 14, 1755.—This charter was extended and enlarged; and the title of the corporation changed to that of the Trustees of the College, Academy, and charitable School of the City of Philadelphia.

—— 20, 1767.—The Colonial Assembly authorize a lottery for building school houses.

*February* 18, 1769.—An act passed to aid the German Lutheran Congregation in erecting a school house.

—

*September* 28, 1776.—In the proposed form of government, adopted after the severance of the provinces from Great Britain, there was a provision that "a school or schools shall be established in every county."

*Nov.* 27, 1779.—After certain alterations, required by the changes of political relations, the charter of the College, Academy, and charitable Schools in the city of Philadelphia, was repealed, and the University of Pennsylvania erected. In addition to the estates and interests held by the former institution, the University was endowed with certain confiscated estates, provided the yearly receipts from this source should not exceed $4000.

*September* 9, 1783.—Dickinson College, at Carlisle, incorporated.

—— 15, 1784.—An act to incorporate a public school in Germantown.

—— 22, 1785.—An act to confirm to the trustees of the University, divers estates—66,666 dolls.

*April* 7, 1786.—An act granting to Dickinson College, £500 and 10,000 acres of land.

—— 60,000 acres of land appropriated by the state for the purposes of education.

*February* 28, 1787.—Act to incorporate an academy at Pittsburg; poor children gratuitously instructed.

*March* 10, 1787.—A German college, Franklin, and Charity School in Lancaster, incorporated and endowed, 10,000 acres of land.

*March* 29, 1787.—The Academy of the Protestant Episcopal Church, in Philadelphia, incorporated and endowed, 10,000 acres.

*September* 10.—An act granting to Pittsburg Academy 5000 acres of land.

—— 24.—Washington Academy incorporated and endowed, 5000 acres of land.

*February* 26, 1790.—In convention this day, the following article, numbered VII., was adopted and inserted in the amended constitution.

"The legislature, as soon as conveniently may be, shall provide by law for the establishment of schools throughout the state, in such manner that the poor may be taught gratis."

*April* 4, 1809.—Act to provide for the education of the poor gratis.

By this act, all poor children in the Commonwealth were privileged to enter any school, and the cost of their education was defrayed by the commissioners of the respective counties.

—— 2, 1811.—Williamsport Academy, in the county of Lycoming, incorporated and endowed, (five poor children to be taught,) 2000 dolls. appropriated.

—— 2, 1811.—Erie Academy, in Erie county, incorporated and endowed with tract of land, and fifteen town lots, 500 acres appropriated.

—— 2, 1811.—Waterford Academy, Erie county, established and endowed, 500 acres appropriated.

*January* 28, 1812.—Supplement to act establishing Meadville Academy, (revoking the powers of former trustees.)

*February* 7, 1812.—Loller Academy, established at Hatborough, Montgomery county.

—— 7, 1812.—Supplement to the act establishing Mercer Academy, 2000 dollars appropriated.

*March* 20, 1812.—Act granting aid to Bedford Academy, (six poor children to be taught *gratis*.)

—— 30, 1812.—Act authorizing a sale of land for the benefit of Loller Academy, and the building of a school house.

—— 31, 1812.—Supplement to the act establishing Gettysburg Academy.

—— 31, 1812.—Act to repeal and supply that of April 4, 1809, so far as it applied to the city and parts of the county of Philadelphia. Public schools authorized, under the direction of Councils.

*December* 26, 1812.—Supplement to the act incorporating Loller Academy.

*June* 28, 1812.—Act incorporating and endowing Venango Academy, in the town of Franklin. (4 poor children to be taught.) 2000 dollars appropriated.

*February* 25, 1813.—Act to incorporate the Hughesian Free School in Buckingham township, Bucks county.

—— 25, 1813.—Act establishing the Beaver Academy, at Beaver.

*March* 4, 1813.—Act to establish two public schools in Wayne county, viz:—the Delaware Academy and the Beach Woods Academy, 2000 dollars appropriated.

—— 12, 1813.—Act granting a sum of money to Bustleton Academy, Philadelphia county, 500 dollars appropriated.

—— 12, 1813—Act granting aid to Butler Academy, a tract of land granted

*March* 22, 1813.—Act incorporating Franklin School, Franklin township, Green county.

—— 22, 1813.—Act establishing Athens Academy, Bradford county, (5 poor children to be taught,) 2000 dollars appropriated.

—— 22, 1813.—Act granting land in Conemaugh, Indiana county, for the use of a school, 10 acres of land.

—— 29, 1813.—Act incorporating Orwigsburg Academy, Schuylkill county, (4 poor children to be taught,) 2000 dollars appropriated.

—— 29, 1813.—Further supplement to the act for relieving Dickinson College.

—— 18, 1813.—Act establishing and endowing Allentown Academy, Lehigh county, (4 poor children to be taught,) 2000 dollars appropriated.

—— 28, 1814.—Further supplement to an act for the relief of Dickinson College, extending the time for paying interest.

—— 28, 1814.—Act for the aid of Harrisburg Academy, a lot granted.

—— 28, 1814.—Act to repeal part of that which established Venango Academy.

—— 28, 1814—Act establishing Indiana Academy in the town and county of that name, (3 poor children to be taught *gratis*,) 2000 dollars appropriated.

—— 28, 1814.—Act vesting the title to a certain piece of land in Toboyne, Cumberland county, in trustees for the use of schools, 10 acres of land.

—— 28, 1814.—Act to establish Stroudsburg Academy, Northampton county.

—— 11, 1814.—Act establishing Lewistown Academy, county of Mifflin, (5 poor children to be taught,) 2000 dollars appropriated.

*February* 8, 1816.—Act to establish Lebanon Academy, Lebanon county, (5 poor children to be taught gratis,) 2000 dollars appropriated.

*March* 19, 1816.—Supplement to act incorporating Waterford Academy, 8 lots granted.

—— 19, 1816.—Act establishing Huntingdon Academy at Huntingdon, and Susquehanna Academy, at Montrose, (5 poor children to be taught at each academy, and to each 2000 dollars appropriated.)

*February* 10, 1817.—Act directing the supplies of money raised by lottery for a school at Sumanytown, to be applied to the building of a house for the teacher.

*March* 22, 1817.—Act incorporating a school at Meadville.

—— 22, 1817.—Supplement to the act establishing West Chester Academy, 1000 dollars appropriated.

—— 24, 1817.—Supplement to the act establishing Gettysburg Academy.

—— 24, 1817.—Act establishing Allegheny College, at Meadville, Crawford county, 2000 dollars appropriated.

—— 25, 1817.—Act to incorporate Erie Academy, 500 acres of land and certain town lots granted.

—— 25, 1817.—Act to incorporate Wellsborough Academy, Tioga county, (5 poor children to be taught,) 2000 dollars appropriated.

*January* 27, 1818.—Act authorizing the Philadelphia Society for the establishment and support of charity schools to hold property to the amount of 10,000 dollars per annum.

*March* 3, 1818.—Act in aid of Harrisburg Academy, (for the payment of debts,) 1000 dollars appropriated.

—— 3, 1818.—Act to provide for the education of poor children at the public expense within the city and county

of Philadelphia, forming said city and county into the first school district of the state of Pennsylvania.

*March* 23, 1818.—Act in aid of Reading Academy, 448 acres of land granted.

—— 23, 1818.—Act to establish Danville Academy, Columbia county.

*February* 18, 1819.—Act incorporating the Western University of Pennsylvania, (persons of every religious denomination may be trustees, principals, or professors.)

*March* 16, 1819.—Act for the relief of Franklin College, at Lancaster, 455 acres of land granted.

—— 16, 1819.—Act appointing trustees for a certain school in Montgomery county, and allowing said trustees to appoint their successors.

—— 23, 1819.—Act for the relief of Dickinson College, (cancelling a mortgage held by the state for 10,000 dollars,) 8,400 dollars appropriated.

—— 27, 1819.—Act to incorporate the M'Connelsburg English School, Bedford county, a lot granted.

—— 27, 1819.—Act incorporating Ebensburg Academy, Cambria county, (5 poor children to be taught gratis,) 2000 dollars appropriated.

—— 27, 1819.—Supplement to the act erecting the first school district of the state of Pennsylvania.

*February* 24, 1820.—Supplement to the act incorporating Waterford Academy.

*March* 28, 1820.—Act to aid Erie Academy, 2000 dollars appropriated.

*January* 23, 1821.—Supplement to the act establishing the first school district. Providing for the management of its fiscal concerns.

*February* 15, 1821.—Aid for the relief of Jefferson, Washington, and Allegheny Colleges, giving each an annual sum of 1000 dollars for five years, 15,000 dollars appropriated.

—— 20, 1821.—Act for the relief of Dickinson College, granting 2000 dollars per annum for five years, and buying back the lands formerly granted, for 6000 dollars—10,000 dollars appropriated.

*March* 7, 1821.—Act for the relief of the public school of Germantown, 2000 dollars appropriated.

—— 20, 1821.—Supplement to the act establishing the first school district. Passyunk, erected into the eighth school section.

—— 27, 1821.—Act for the more convenient education of the poor, (gratis) within the counties of Cumberland, Dauphin, and Lancaster.

—— 29, 1821.—Supplement to the act incorporating Erie Academy, a lot granted.

—— 31, 1821.—Act providing for the more convenient education of the poor, (gratis) in the county of Allegheny, with the right to establish schools for the exclusive accommodation of the poor.

*April* 2, 1821.—Supplement to the act establishing Chester Academy, taking the election of trustees out of the hands of the voters of the county, and allowing the trustees to fill their own vacancies.

—— 2, 1821.—Act to establish Kittaning Academy, Armstrong county, 2000 dollars appropriated.

—— 2, 1822.—Act erecting the city and incorporated boroughs of the counties of Lancaster into the second school district.

*April* 2, 1822.—Act to incorporate the Warren Academy, Warren county, 500 acres of land granted.

—— April 2, 1822.—Act to vest certain real estate in the Union School, Tredyffrin township, Chester county, two lots granted.

*February* 13, 1823.—Supplement to the act incorporating Franklin Academy, Venango county, and granting land, two lots granted.

—— 13, 1823.—Act to incorporate Strasburg Academy, Lancaster county.

*March* 29, 1823.—Supplement to the act establishing Ebensburg Academy.

—— 29, 1823.—Supplement to the act establishing Lebanon Academy.

*April* 1, 1823.—Supplement to the act erecting the second school district.

*December* 24, 1823.—Supplement to the act establishing Orwigsburg Academy, (poor children to be taught.)

*March* 29, 1824.—Supplement to the act establishing Huntingdon Academy.

—— 29, 1824.—Act to provide more effectually for the education of the poor, gratis, and for laying the foundation of a general system of education throughout the state.

*February* 15, 1825.—Act for the relief of the Pennsylvania Institution for the Deaf and Dumb.

—— 13, 1826.—Act to relieve Dickinson College, providing that persons of all religious denominations may be elected officers in said college, and that no student shall be denied its advantages on account of religious sentiments, granting 3000 dollars annually, for seven years.

Requiring an annual statement from the trustees, of the manner in which the money has been expended, 21,000 dollars appropriated.

*Feb'y* 20, 1826.—Act repealing the school law of 1824, and reviving that of April 4, 1809, with other laws of a like tenor, which had been repealed by the act of 1824.

*March* 9, 1826.—Act in relief of the Western University, granting 2,400 dollars, annually, for five years, in consideration of a relinquishment of land by said University, and appointing new trustees, 12,000 appropriated.

—— 9, 1826.—Act establishing Lafayette College, at Easton. No disabilities to operate against officers or students on account of religion. A professor of German, and one of military science and engineering to be annexed. Governor to appoint inspecting visitors—Legislature reserves the right to revoke, alter, or annul the charter.

—— 11, 1826.—Act for the relief of Washington College, granting 1000 dollars, annually, for four years, 4000 appropriated.

—— 11, 1826.—Act for the relief of Jefferson college, granting 1000 annually for four years, 4000 dollars appropriated.

*April* 7, 1826.—Act establishing a medical department of Jefferson college in Philadelphia (allowing ten additional trustees) fixing fees at $15 per course. Right of repeal &c., reserved to the legislature.

—— 10, 1826.—Act relative to Passyunk school, extending the provisions of the bill to the third section of the first school district: providing for the building of a school house, and the appointment of directors.

*April* 10, 1826.—Act in relation to academy in Lewistown, in Mifflin county. Voters may have from *one* to *five* votes each, according to their contributions, from *five* to *seventy-five* dollars each. Name of the academy may be changed to that of any person who shall bequeath, or give funds enough to yield 100 dollars annually.

Also, assigning number of trustees of Somerset academy, with like power of the voters.

*February* 12, 1827.—An act relative to the first school district. Increases the number of directors to thirty-six; erects the township of Moyamensing into the ninth section; six directors to be appointed by the board of commissioners of Moyamensing.

—— 12, 1827.—An act establishing and endowing an academy in the town of Clearfield, 2000 dollars appropriated.

—— 23, 1827.—An act exempting the property of the Deaf and Dumb Institution from taxation.

*March* 3, 1827.—Act establishing Milford Academy, Pike county; requiring two of the six trustees to be elected annually, by the voters of county. Appropriating 2000 dollars to erect building, (requiring 5 poor children to be taught gratis,) 2000 dollars appropriated.

—— 7, 1827.—Act establishing a college at Uniontown, Fayette county, called Madison college, vesting the property of Uniontown Academy in the College—empowering the trustees to connect an agricultural department with the college, but not to compel manual labour, contrary to the wishes of parents or guardians. Legislature reserves the right to alter the charter.

*April* 11, 1827.—Act authorizing the commissioners of Dauphin county to establish a Lancasterian school at Harrisburg.

—— 13, 1827.—Act relative to Allentown Academy, allowing trustees to pay certain debts from their permanent funds.

—— 14, 1827.—Act granting aid to Allegheny College, Crawford county, 1000 dollars, annually, for four years, 4000 dollars appropriated.

——14, 1827.—Act establishing "Mifflinsburg Academy," Union county. Trustees chosen by the county voters, one-third annually; to exhibit their accounts to the county auditors, 2000 dollars appropriated.

—— 14, 1827.—Act relative to land belonging to a public school in Douglass, Berks county.

—— 14, 1827.—Act to incorporate the Union Academy at Doylestown, Bucks county. Trustees to be elected by the persons who have sent their children to the school, at least three months of the preceding year, at their own expense.

—— 14, 1827.—Act incorporating and endowing the Lancaster County Academy, 3000 dollars appropriated.

—— 14, 1827.—Act relating to directors of the Moyamensing section of the first school district.

—— 17, 1827—Act incorporating Lutheran Theological Seminary; granting land to Presbyterian Theological Seminary, and to a church in Lehigh county.

*March* 27, 1827.—Resolution relative to Infant Schools in the first district—calling on the controllers to investigate the subject

*January* 21, 1828.—Act incorporating the Theological Seminary of the Associate Reformed Synod of the West.

*February* 19, 1828.—Act to provide for educating poor children on the Lancasterian system, in the city of Pittsburg.

Allows the introduction of pay scholars into the county school. Provisions of other acts for educating the poor annulled, in regard to Pittsburg.

—— 27, 1828.—Act granting aid to Madison College, in Uniontown, Fayette county, 5000 dollars appropriated.

—— 27, 1828.—Act granting a sum of money to Beachwoods Academy, Wayne county, 1000 dollars appropriated.

*April* 14, 1828.—Act authorizing the controllers of public schools of the first school district, to sell certain land, and to establish schools for children under 5 years of age.

*January* 19, 1829.—Act establishing Academy at Smethport, M'Kean county. Trustees to be elected by the contributors. Accounts, &c., of trustees to be settled as those of county commissioners are settled, (five poor children to be taught gratis,) 2000 dollars appropriated.

—— 23, 1829.—Act to continue the annual state donation to the Pennsylvania Institution for the Deaf and Dumb, for four years.

*March* 19, 1829.—Act relating to Clearfield Academy, requiring trustees to invest 1000 dollars of their funds in stock of Pennsylvania, or of United States. Trustees entitled to no compensation.

*April* 23, 1829.—Act authorizing the election of three schoolmen, in the township of Letter Kenny, Franklin county, to superintend the education of children, at the public expense, as the same is by law provided for; to determine to what school they shall be sent, and to audit the bills for their instruction.

*January* 8, 1830.—Act establishing "Le Raysville Academy." Trustees elected by the subscribers to the stock or funds.

*February* 16, 1830.—Act incorporating "Dundaff Academy." Rotation in office of trustees established, to be elected by the voters of the county. Accounts to be settled by county auditor.

*April* 6, 1830.—Act relative to the first school district, increasing the number of school directors. Northern Liberties and Kensington commissioners to choose each twelve directors, instead of six, as before provided.

*March* 23, 1831.—Act to exempt property of Erie Academy from taxation.

—— 30, 1831.—Act amending the act to establish Loller Academy, in Montgomery county.

*April* 1, 1831.—Act authorizing the trustees of Allentown Academy to expend 500 dollars of the permanent fund in completing building, and purchasing apparatus. Also authorizing certain sections in the first school district, to appoint each one controller, and the controllers of said district to extend their jurisdiction over such sections.

—— 2, 1831.—Act providing for the establishment of a general system of education. Creating a school fund and appointing three commissioners to manage it—assigning to said fund all moneys due for unpatented lands—secured to the state by mortgage or lien for purchase money, and all moneys for applications, warrants, and patents for land, fees in the land office, and proceeds of a tax of one mill per dollar, laid March 25th, 1831. State treasurer to make an annual report of the amount received for the fund. Interest to be added to

the principal until the interest shall amount to 100,000 dollars, annually, after which the interest shall be annually distributed for support of schools, as shall be provided by law.

*April* 14, 1831.—Act for the relief of Washington College, appropriating 500 dollars, annually, for five years, on condition that the college cause twenty students, annually, to be prepared for teachers, 2,500 dollars appropriated.

*December* 23, 1831.—Act providing for the appointment of trustees of the public school house in the town of Landisburg, Perry county, giving them power to examine teachers for said school, visit the same once a month, and dismiss the teachers for misconduct, want of capacity, or negligence.

*February* 15, 1832.—Act to aid Warren Academy, granting 2000 dollars, requiring a bond for faithful application of it—5 poor children to be taught gratis, for two years each, 2000 dollars appropriated.

—— 15, 1832.—Act touching the first school district, five controllers to form a quorum. Northern Liberties and Kensington, each to form a section of said district, and to choose a controller. Five directors to be appointed by court, for the eighth section.

—— 20, 1832.—Act granting aid, (2000 dollars per annum) for four years, to Jefferson College. Six students, in indigent circumstances, to be educated gratis, in consideration of this grant, for four years; and after that, 24 students to be prepared for school teachers, 8000 dollars appropriated.

*April* 7, 1832.—Act establishing the Pennsylvania College of Gettysburg. No disabilities on account of religious

opinions; a German professorship is to be formed, and the incumbent, among other duties, is to prepare young men to become teachers in German schools.

The same act exempts the property of Clearfield and of Curwensville Academies from taxation.

*April* 7, 1832.—Act dispensing with military tactics, and with civil and military engineering, as branches of study in Lafayette College, at Easton.

*May* 5, 1832.—Act granting aid to Reading Academy. Trustees to cause four students, in indigent circumstances, to be educated for five years, in a manner to become teachers of common English schools, 3000 dollars appropriated.

—— 5, 1832.—Act exempting Jefferson Medical College, in Philadelphia, from taxation for ten years.

—— 5, 1832.—Act incorporating the Milton Lancasterian Association—to educate poor children within two miles of the school house; price not to exceed $1 per quarter.

—— 5, 1832.—Act exempting the real estate of the University of Pennsylvania from taxation for fifteen years.

*April* 8, 1833.—Academy of Warren county, where to be located, and an appropriation of 2000 dollars.

—— 9, 1833.—Grant of 500 dollars to the Harrisburg Academy.

*February* 6, 1834.—Pennsylvania College, at Gettysburg, endowed with 18,000 dollars, and provision for the gratuitous instruction of fifteen students.

—— 27.—Bristol College incorporated.

*March* 11.—Grant of 10,000 dollars to Washington College.

*Eodem die.* Grant of 12,000 dollars to Lafayette College.

*April* 1.—Grant of 2,500 dollars to West-Chester Academy.

*Eodem die.*—An act to establish a general system of education. The state divided into school districts,—duties of directors and superintendents defined, &c. A standing appropriation of 75,000 dollars, per annum, made, &c. Secretary of the Commonwealth made the general superintendent.

*April* 5.—8,000 dollars granted to Allegheny College.

—— 10.—Academy of Zeleenople, Butler county, incorporated.

—— 11.—Womelsdorf, Union Academy, incorporated.

—— 14.—Supplementary act in relation to the Beaver Academy.

*Eodem die.*—Charter given to Adamsburg School-house, in Westmoreland county.

*April* 14, 1835.—The estate of the Union Academy of Easton vested in the Corporation of the borough, for the purposes of education.

*Eodem die.*—Abbeville Institute incorporated.

*April* 15.—Supplement to act establishing a general system of education.

*March* 29, 1836.—Act incorporating the Manual Labour Academy of Monongahela.

*June* 13.—An act to consolidate and amend the several acts relative to a general system of education, by common schools. *Vide infra, chap.* 3.

*April* 1.—Resolution requiring the President, Faculty, and trustees of Colleges, and trustees, or managers of Academies, or Schools, other than common schools, to make annual reports to the Superintendents.

*February* 27.—The interest of the surplus revenue from the U. S. appropriated to common school fund.

*March* 9.—12,000 dollars given to Marshall College.

—— 29, 1837.—Condersport Academy, in Potter county, incorporated.

*April* 3.—Litiz Academy, in Lancaster county, incorporated.

—— 3.—Resolution appropriating 500,000 dollars to common schools.

—— 12, 1838.—A supplement to the act consolidating the several acts, &c. in relation to common schools. *Vide infra, chap.* 3.

—— 13.—Brockville Academy incorporated.

Tuscarora do do and $2,000 granted.

Franklin Academy, Berks county, incorporated.

Sunbury Academy, in Northumberland, incorporated.

Honesdale Academy incorporated.

Pottstown do do

Bloomfield do Perry county, incorporated, and 2,000 dollars appropriated.

Greene Academy, Greene county, incorporated.

Transfer of lands to Condersport Academy, by commissioners of Potter county.

—— 14.—Gettysburg Female Academy incorporated.

Washington Female Seminary incorporated.

Brownsville do incorporated.

—— 16.—Williamsburg, Tioga county, Academy incorporated.

Danville Female Seminary incorporated, with twenty-three other female academical institutions.

*March* 4, 1839.—Stroudsburgh Female Seminary incorporated.

*March* 27.—Stroudsburg Academy, donation to, of 2,000 dollars.

New London Cross Roads Academy, incorporated.

*June* 17.—Myerstown Academy incorporated.

New Castle Female Seminary incorporated.

—— 25.—Columbia Academy incorporated.

*Eodem die.*—Rochresburg Academy incorporated.

| | |
|---|---|
| Berwick | do |
| Stouchburg | do |
| Hanover | do |
| Hollidaysburg | do |
| Mamington | do |

The following Female Seminaries were also incorporated during this session, 1838-9, viz:—Danville, Bellefonte, Harrisburg, Oxford, Somerset, Stroudsburg, and Wilkesbarre.

# CHAPTER III.

## PRINCIPAL ACTS IN RELATION TO THE SYSTEM OF COMMON SCHOOL EDUCATION, AT PRESENT IN OPERATION IN THE COMMONWEALTH.

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AN ACT to consolidate and amend the several acts relative to a general system of education by common schools.

School districts.

SECTION 1. *Be it enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania, in General Assembly met, and it is hereby enacted by the authority of the same,* That every township, borough, or ward, in this commonwealth, not within the city and incorporated districts of the county of Philadelphia, shall constitute a school district, *Provided,* That any borough, which is, or may be connected with a township, in the assessment of county rates and levies, shall, with the said township, form a district.

Time of holding election for directors.

SECT. 2. Annually, at the same time and place that elections are held for supervisors and constable, and in wards and boroughs, at the time and place of the borough election, and in like manner, two persons shall be elected school directors for each district, whose term of office shall be three years, and the persons so elected shall be notified thereof

within five days, by the judges of said election: *Provided*, That in districts where directors have not been elected, or in new districts, which may be established by the division of a township, or otherwise, six directors shall be elected in such districts at the first election, two to serve one year, two to serve two years, and two to serve three years.

Organization of board of directors. Power to fill vacancies.

SECT. 3. Within twenty days after said election, each board of school directors shall organize, by choosing a president and secretary out of their own body; they shall also appoint a treasurer for the district, and shall require him to give sufficient security to insure the faithful performance of his duty, they shall also have power to fill any vacancy which may occur in their board by death, resignation, or otherwise, until the next election, when such vacancy shall be filled by electing a person to supply the same.

Amount of tax to be levied on district. Manner and time of increasing tax.

SECT. 4. The school directors of every school district, which has adopted the common school system, or which may hereafter adopt the same, shall, annually, on or before the first Monday of May, authorize to be levied, such an amount of tax on said district as they may think necessary for school purposes, not less than equal to, nor more than treble the amount which the district is entitled to receive out of the annual state appropriation, and for the purpose of raising any additional sum that may be deemed necessary, meetings shall be called of the taxable inhabitants of the township or district, by the directors, on the first Tuesday of May, annually, notice of the time and place of holding such meeting being first given, by at least six advertisements, put up in the most public places in such township or district, for the

space of two weeks, a majority of whom shall decide by ballot, how much, and what additional sum shall be raised for school purposes; and any additional sum so authorized, shall be assessed and collected, paid over and distributed, in the same manner that is provided for by this act.

Assessors to furnish a correct copy of the last valuation.

SECT. 5. The assessor of every ward, township, or borough, composing any school district as aforesaid, shall, upon demand, furnish the school directors of the district with a correct copy of the last adjusted valuation in the same, for county purposes, whereupon the board of directors shall, on or before the first day of June, annually, proceed to levy and apportion the said tax as follows, viz:

Poll tax.

*First.* On each male taxable inhabitant of the district, a poll tax, at their discretion, not exceeding fifty cents.

Tax on officers. Posts of profit, &c.

*Second.* On all officers and posts of profit, professions, trades, and occupations, and on all single freemen above the age of twenty-one years, who do not follow any occupation, not exceeding the amount assessed on the same for county purposes.

Personal property.

*Third.* On personal property which was made taxable by an act entitled, "An act assessing a tax on personal property, to be collected with the county rates and levies, for the use of the commonwealth," passed the twenty-fifth day of March, one thousand eight hundred and thirty-one, and the said property shall continue to be assessed according to the provisions of said act, and upon all property now taxable for

county purposes: *Provided*, That said act, taxing personal property, shall not be so construed as to make widows' dower liable to the payment of taxes.

Duplicate to be made out.—Abatement may be made in certain cases.

SECT. 6. When the school tax is so levied and apportioned in any district, the secretary of the board of directors shall make out a correct duplicate of the same, and the president of the board shall issue his warrant, with the duplicate aforesaid, to the township or borough collector, or to some other suitable person residing within the district, to collect the said tax, and shall require from him sufficient security to insure the faithful discharge of his duty; and the board of directors of each district shall have the right, at all times, to make such abatement, or exonerations, for mistakes, indigent persons, unseated lands, &c., as to them shall appear just and reasonable, and the secretary of the board shall enter, in a book or books, to be kept by him for that purpose, the names of all persons so abated, or exonerated, together with the reasons for such exonerations.

Collection of taxes.

SECT. 7. The said collector shall have like powers to enforce the payment of the school tax, as collectors of county rates and levies have to enforce the payment of the same, and shall receive the like compensation for his services, from time to time, as the said tax is collected; the collector of the district shall pay the amount over to the district treasurer, and shall settle up his duplicate on or before the time fixed upon in the warrant of the president: *Provided*, That if the tax so levied on unseated lands, shall not be voluntarily paid by the owner or owners thereof, the district collector shall certify the same to the county commissioners, and the said

county commissioners shall enforce the collection thereof, in the same manner as the collection of the taxes on unseated lands is enforced, when assessed for county purposes, and when so collected, the same shall be paid to the district treasurer for the time being, by orders drawn by the said commissioners on the county treasurer.

SECT. 8. The school directors of every school district, which shall have adopted the common school system, shall perform the following duties in addition to those above specified.

Duties of school directors.

I. They shall, if they deem it expedient, divide their districts into sub-districts, and shall establish a sufficient number of common schools for the education of every individual above the age of four years, in the district, who may apply, either in person, or by his or her parents, guardian, or next friend, for admission and instruction, and shall keep the said schools open at least six months in every year, if they shall have funds for that purpose.

Buildings.

II. They shall cause suitable buildings to be erected, rented, or hired, for school houses, and supply the schools with fuel.

Supervision.

III. They shall exercise a general supervision over the schools of their respective districts, and fix the amount of the salaries of the teachers.

Expenses.

IV. They shall pay all necessary expenses of the schools, by orders drawn on the district treasurer, signed by the president, and countersigned by the secretary of the board.

Visit.

V. Each board of directors, by one or more of their number, shall visit every school within their district, at least once in every month, and shall cause the result of said visit to be entered on the minutes of the board.

Adjoining districts.

VI. Whenever it may be necessary or convenient to establish one or more schools out of two or more adjoining districts, the school directors of such adjoining districts may establish and regulate such schools, and the expense thereof shall be paid as may be agreed upon by the directors of said adjoining districts.

Annual Report.

VII. They shall, annually, on or before the first Monday in January, make a report to the Superintendent of the common schools, setting forth the number and situation of the schools in their district, the character of the teachers, designating whether they are males or females, the number and sex of the scholars admitted during the year, the branches of study taught in each school, the number of months in the year during which each school shall have been kept open, the cost of school houses, either for building, renting, or repairing, and all other expenses which may have been incurred in maintaining the schools of their districts, together with such other information as may be beneficial in forming a just estimate of the value of common schools.

Not to receive pay.

VIII. No school director or treasurer shall receive any pay or emolument whatever for his services as such, but he shall be exempt, during the time he continues to perform the duties of his office, from military duty, or from serving in any borough or township office.

Meeting of voters in sub-districts.

IX. When the school directors shall have divided the several districts into sub-districts, for separate schools, the voters of each sub-district may meet, on notice being given, for ten days at least, signed by not less than four voters of said district, and choose a committee of three of their number, to serve for one year, who shall have the appointment of the teacher for such sub-district.

Designate to the place of instruction.

X. The directors of each school district shall have the power to direct in which of the schools, so established, in pursuance of this act, the individuals in said district, who may be admitted, shall be instructed.

Districts not divided.

XI. In case the school directors deem it inexpedient to divide their district into sub-districts, or in case the voters of any sub-district shall neglect or refuse to elect a committee as provided for in the ninth article of this section, then the duties of said committee shall devolve on, and be performed by the school directors.

Duties of treasurer.

SECT. 9. The district treasurer shall receive all moneys belonging to the district, whether the same be derived from appropriations by the state, district taxes, private donations, or otherwise, and shall pay out the same, on orders drawn by the president, and attested by the secretary of the board of directors, by order of the board, and his accounts shall be audited and adjusted as accounts of townships and boroughs are directed by law to be audited and adjusted.

Secretary of the Commonwealth to be Superintendent.

SECT. 10. The Secretary of the Commonwealth shall be Superintendent of the common schools, and shall perform the following duties.

Duties.

I. Prepare suitable blank forms, with necessary instructions for making district reports, and for conducting the necessary proceedings under his jurisdiction, and shall cause the same, together with all such information as he may deem necessary, for the further improvement of the schools, to be transmitted to the commissioners of the several counties, for distribution among the several boards of directors, at the same time and in the same manner as the pamphlet laws of this commonwealth are transmitted, and at such other times, and in such other manner as he may think expedient.

Annual report.

II. Prepare and submit an annual report to the legislature, containing a statement of the condition of the common schools throughout the commonwealth, estimates and expenditures, plans for the improvement of the common school system, and all such matters relating to his office of Superintendent, and the concerns of common schools, as he shall deem it expedient to communicate.

Orders on the treasury to be signed by him.

III. He shall sign all orders on the state treasurer for the payment of moneys to the treasurers of the several school districts, but no order shall be drawn by him in favour of any district treasurer, until he shall have been furnished with a certificate, signed by the president, and attested by the secretary of the board of directors of the district, that a sum at least equal to the amount of the district's share of the annual state appropriation of two hundred thousand dollars, has been levied on said district for school purposes.

To settle and adjust controversies.

IV. If any controversy should arise among the directors of any district, or adjoining districts, concerning the duties

of their office, the distribution of the state appropriation, or the levying and collection of taxes, he is hereby authorized to settle and adjust the same, without costs to the parties, and all moneys reasonably expended by him, in this and other matters appertaining to the execution of his duty as Superintendent, shall, upon due proof, be allowed to him by the Auditor General, and be paid out of the state treasury.

To make annual statement to county commissioners of the amount each district is to receive of the annual appropriation.

V. He shall, annually, in the month of February, transmit to the commissioners of each county, a statement of the amount every district therein, that has, and every district that has not, adopted the common school system, may be entitled to receive out of the annual appropriation of two hundred thousand dollars, and the commissioners shall immediately cause such statement to be published three times, in one or more newspapers printed in said county: *Provided*, that nothing in any section of this act shall be so construed as to deprive the districts which have not adopted the common school system, of their due proportion of the common school fund, until after the first of November, eighteen hundred and thirty-eight.

Appropriation of $200,000 annually.—Subject to the draft of the Superintendent.

SECT. 11. One hundred thousand dollars, in addition to the one hundred thousand dollars payable by the Bank of the United States, both of which sums to be accounted and distributed as the state appropriation, are hereby appropriated out of the school fund, for the year one thousand eight hundred and thirty-seven, and a like sum annually thereafter, which shall be apportioned among the several school districts of this commonwealth, and the city and county of Philadel-

phia, according to their number of taxable inhabitants, but shall only be subject to the drafts of the superintendent of common schools, agreeably to the provisions of this act: *Provided*, That the balance of appropriation made under the act entitled, "An act to establish a general system of education by common schools," passed the first day of April, one thousand eight hundred and thirty-four, and the supplement thereto, and the balance of the first appropriation of one hundred thousand dollars, which shall remain undrawn on the first day of November, one thousand eight hundred and thirty-seven, and all subsequent balances, shall remain in the treasury, and accumulate for the use of such district or districts entitled to the same, for any term not exceeding one year, from and after the first day of November, one thousand eight hundred and thirty-seven, and all such undrawn balance remaining in the treasury on the first day of November, one thousand eight hundred and thirty-eight, shall be repaid into the school fund, and in like manner, the undrawn balance of subsequent appropriations shall be repaid into the said fund annually, thereafter.

President of directors to certify to superintendent the amount of tax and name of treasurer of the district.

SECT. 12. As soon as the president of the board of directors of any school district shall have issued his warrant for the collection of a school tax, agreeably to the sixth section of this act, he shall certify the same, stating the amount of such tax, and also the name of the district treasurer, to the superintendent of common schools, who shall forthwith draw his warrant on the State Treasurer for the whole amount such district is entitled to receive.

Annual meeting of districts which have not adopted the common school system.—Manner of voting.—Directors of accepting districts may call a meeting on the first Tuesday of May, 1837, and on the same day every third year thereafter, to decide whether the system shall be continued or not.—Notice.—Secretary of board to certify to county commissioners.

SECT. 13. The school directors of every school district, which shall not have adopted the common school system, shall annually call a meeting of the qualified citizens of the district, on the day of election for directors, to be held at the usual place of holding township, ward, or borough elections, by at least six advertisements, put up in the most public places in the district, for the space of two weeks; and the said meeting shall be organized between the hours of one and four o'clock, P. M., on the said day, by appointing a president, and the secretary of the board of directors, or in his absence, some other member of the board, shall perform the duties of secretary to the meeting; when the meeting is so organized, the question of establishing the common school system in the district shall be decided, by ballot, and the said president and secretary shall perform the duties of tellers to the meeting, and shall receive from every person residing within the district, qualified to vote at the general election, a written or printed ticket, containing the word "schools," or the words "no schools," and shall continue, without interruption or adjournment, until the electors who shall come to the said election, shall have opportunity to give in their respective votes, and the said tellers shall count the votes, and if a majority shall contain the word "schools," the secretary shall certify the same to the board of directors of the district, who shall proceed to establish schools therein, agreeably to the provisions of this act; but if a majority shall contain the words "no schools," the secretary shall certify the same to the county commissioners of the proper

county; and the school directors of every school district, which may have adopted the common school system, may, if they deem it expedient, call a meeting of the qualified citizens of the district on the first Tuesday in May, in the year eighteen hundred and thirty-seven, and on the same day in every third year thereafter, to be held at the usual place of holding township, ward, or borough elections, at which time and place an election shall be held, to decide, by ballot, whether the common school system shall be continued or not; the notice for holding said meetings, and the time for and manner of holding said elections, to be in conformity with the preceding part of this section; and should there be a majority of the taxable inhabitants of said district in favour of "no schools," the secretary shall certify the same to the county commissioners of the proper county, and the operation of the common school system shall be suspended in said district, until such time as a majority of the citizens shall otherwise decide.

Power to hold real and personal property.—Trustees may convey to school directors.

SECT. 14. The school directors of every school district, in which the common school system has been adopted, or shall hereafter be adopted, shall have power to purchase and hold real and personal property, which may be necessary for the establishment and support of said schools, and the same to sell, alien, and dispose of, whenever it shall be no longer required for the uses aforesaid, and in all cases where real estate is held by trustees, for the general use of the neighbourhood, as a school house, or its appendages, it shall be lawful for the said trustees, the survivor or survivors of them, to convey the same to the school directors aforesaid, and from thenceforth the said board shall hold the said pro-

perty, for the same term and for the same uses for which it was granted to said trustees.

Directors elected under former acts.—Appropriations and taxes under former acts.

SECT. 15. School directors elected under the provisions of former acts, shall severally hold their offices during the term for which they were elected, and all appropriations authorized by former acts, whether by the state or county, and all taxes authorized to be raised for school purposes, shall be collected as they would have been collected if this act had not been passed.

Duties of county commissioners in rejecting districts.

SECT. 16. The county commissioners of every county within this commonwealth, except the county of Philadelphia, when levying a tax for county purposes, shall estimate the amount which will be required to educate the poor, gratis, in the several districts of their county, which shall have rejected the common school system; and when an estimate is so made, they shall levy the amount on said districts, and collect the same in the usual manner, and shall continue to provide for the education of the poor, gratis, therein, agreeably to the provisions of an act, entitled "An act to provide for the education of the poor gratis," passed the fourth day of April, one thousand eight hundred and nine, or such special acts of assembly as may be in force in any of the counties where there may be districts rejecting the provisions of this act: *Provided*, That the whole expense thereby incurred, shall be paid out of the amount levied on said districts, as aforesaid.

Bequests to schools.

SECT. 17. Where a school is or shall hereafter be endowed, by bequest or otherwise, the board of directors of the district

in which such school is located, are hereby authorized to allow such school to remain under the immediate direction of the regularly appointed trustees of the same, and to appropriate so much of the district school fund to said school, as they may think just and reasonable: *Provided*, That such school shall be generally conducted in conformity with the common school system of this commonwealth.

Act of 1st April, 1834, and 15th of April, 1835, repealed.

SECT. 18. The act entitled "An act to provide for a general system of education, by common schools," and also the supplement thereto, passed the fifteenth day of April, Anno Domini eighteen hundred and thirty-five, are hereby repealed: *Provided*, That every thing heretofore done in pursuance of said acts, shall be held valid.

City of Lancaster.

SECT. 19. If the corporation of the city of Lancaster shall at any time adopt the common school system, agreeably to the provisions of this act, then the act to provide for the education of children at the public expense, in the city and incorporated boroughs of the county of Lancaster, passed the first day of April, one thousand eight hundred and twenty-two, and the supplement thereto, passed the first day of April, one thousand eight hundred and twenty-three, shall from the time of the adoption of the common school system, in said city, be inoperative, null and void.

Accepting districts whose delegate failed to attend the convention, entitled to the same privileges as those who have.

SECT. 20. In all cases where, under "An act to provide for a general system of education, by common schools," and also the supplement thereto, passed the fifteenth day of April, Anno Domini one thousand eight hundred and thirty-

five, the directors of any district may have met and decided to accept of the laws, and have appointed a delegate to attend the county convention, for the purpose of accepting and carrying into effect the provisions of said law, but if from any cause said delegate has failed to attend said convention, said township shall be entitled to all the benefits and provisions thereof, on the same terms and conditions as those who have literally complied, are entitled: *Provided*, said delegation shall, on or before the first day of August next, record the vote of said township in the affirmative, with the clerk of the convention.

School year to end on the first Monday of June.

SECT. 21. The school year mentioned in this act, and in an act entitled, "An act to provide for a general system of education, by common schools," and the supplement thereto, passed the fifteenth day of April, one thousand eight hundred and thirty-five, shall be taken and understood to end on the first Monday of June, to wit: the school year of one thousand eight hundred and thirty-seven, will end on the first Monday of June of that year, and so of all other years.

Copy of this act to be sent to county commissioners.—Commissioners to publish; how.

SECT. 22. Immediately after the passage of this act, the superintendent of common schools shall cause circular letters, with a printed copy of this act attached thereto, to be addressed to the county commissioners of every county, and it shall be the duty of the commissioners aforesaid, to cause the same to be published in one, and not more than three, newspapers in the county, for three successive weeks, and the expense thereof shall be defrayed out of the county treasury, and the said superintendent shall also cause this act to be printed in pamphlet form, and shall forward to the county commissioners of each county, a number of copies thereof,

equal to the number of school directors in their county, to be distributed among the several boards of directors.

City and county of Philadelphia.—All children over four years of age to be admitted.

SECT. 23. The act and its supplements now in operation in the city and county of Philadelphia, entitled "An act to provide for the education of children at the public expense, within the city and county of Philadelphia," are declared to be concurrent with the provisions of this act, and are in no wise to be considered as altered, amended, or repealed, except so far that the said city and county shall be entitled to receive their due proportion and share of the annual state appropriation of two hundred thousand dollars: *Provided*, That the controllers of the public schools, for the city and county of Philadelphia, be, and they hereby are authorized, whenever they shall think proper, to establish one central high school, for the full education of such pupils of the public schools of the first school district, as may possess the requisite qualifications, and the moneys expended in the establishment and support of the said high school, shall be provided and paid in the same manner as is now, or shall hereafter be directed by law, with respect to the other public schools of the said district: *And provided further*, That so much of the tenth section of the act of March the third, Anno Domini eighteen hundred and eighteen, as renders the exclusive use of the Lancasterian system, in the first school district, obligatory upon the controllers and directors, and all such provisions (if any) in the said act, and the several supplements thereto, as limits the benefits of the said public schools to the children of indigent parents, and so much of any act as is hereby altered or supplied, be, and the same are hereby repealed, and in said public schools, all children over four years of age shall be admitted.

*Approved, June 13th*, 1836.

A SUPPLEMENT to an Act to consolidate and amend the several acts relative to a General System of Education by Common Schools, passed the 13th of June, 1836.

Increase of annual appropriation, without increase of taxation.

SECTION 1. *Be it enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania, in General Assembly met, and it is hereby enacted by the authority of the same,* That the sum of one hundred and eight thousand nine hundred and nineteen dollars, be, and the same is hereby added to the annual Common School appropriation, for the school year which will commence on the first Monday of June, eighteen hundred and thirty-eight; and such sum annually thereafter, as will make the amount of appropriation equal to one dollar for each taxable citizen in the commonwealth; said increased appropriation to be distributed and paid out in the manner directed by the act to which this is a supplement, without any increase of taxation beyond the amount therein named.

One hundred and eight thousand nine hundred and nineteen dollars, to be paid out of the interest of the Surplus Revenue. Annual appropriation increased to one dollar for each taxable.

SECT. 2. Said sum of one hundred and eight thousand nine hundred and nineteen dollars, shall be paid by the state treasurer, out of the interest of the surplus revenue, which was ordered to be added to the fund for the support of Common Schools within this commonwealth, by the fourth section of the act entitled "An act for the temporary disposition of the portion of the Surplus Revenue of the United States, to be deposited with Pennsylvania, passed the twenty-seventh day of February, eighteen hundred and thirty-seven; and after the expiration of the school year, which will com-

mence on the first Monday of June, eighteen hundred and thirty-eight, the amount necessary to raise the state appropriation to a sum equal to one dollar for each taxable citizen in the commonwealth, shall be annually paid out of any money in the treasury not otherwise appropriated.

Triennial enumeration of taxables. How made. When sent.

SECT. 3. It shall be the duty of the commissioners of each county in the state, triennially, to ascertain, with the assistance of the respective assessors, the exact number of the resident taxable citizens of each Common School district in their several counties, and to certify the same under their hands and seal of office, to the Superintendent of Common Schools, who is hereby directed to adopt the number of taxables thus certified to him, as the basis of distribution of the state appropriation; the said certificates to be prepared and transmitted on or before the first day of April, in every third year, commencing with the first day of April, eighteen hundred and thirty-nine: *Provided*, That, if the commissioners of any county shall neglect to forward such certificates on or before said day, the Superintendent may, in that case, adopt the number of taxables set forth in the next preceding certificate or return.

Appropriation to Colleges, Academies, and Female Seminaries. Act to continue in force ten years.

SECT. 4. To encourage the arts and sciences, promote the teaching of useful knowledge, and support the colleges, academies, and female seminaries within this commonwealth, there hereby is appropriated, and shall annually be paid to the said colleges, academies, and female seminaries, in equal quarterly payments, the sums following to wit:—to each university and college now incorporated, or which may be

incorporated by the legislature, and maintaining at least four professors, and instructing, constantly, at least one hundred students, one thousand dollars; to each academy and female seminary, now incorporated, or which may be incorporated by the legislature, maintaining one or more teachers, capable of giving instruction in the Greek and Roman classics, mathematics, and English, or English and German literature, and in which, at least fifteen pupils shall constantly be taught in either or all of the branches aforesaid, three hundred dollars; to each of said academies and female seminaries, where at least twenty-five pupils are taught as aforesaid, four hundred dollars; and each of said academies and female seminaries, having at least two teachers, and in which forty or more pupils are constantly taught as aforesaid, five hundred dollars; but no academy in any city or county of the state where a university or college is established, and receiving the appropriation made by this act, shall be entitled to receive the appropriation made by this act for the benefit of academies; this section to continue in force for ten years and no longer.

Jefferson Medical College of Philadelphia, incorporated.

SECT. 5. That the medical department of the Jefferson college, be, and hereby is, created a separate and independent body corporate, under the name, style, and title of "The Jefferson Medical College of Philadelphia," with the same powers and restrictions as the University of Pennsylvania; the present additional trustees, chosen in pursuance of an act entitled "An act supplementary to the act entitled An act for the establishment of a College at Canonsburg, in the county of Washington, in the commonwealth of Pennsylvania," passed the seventh of April, one thousand eight hun-

dred and twenty-six, to be trustees of the college created by this section, with power to increase their number to fifteen.

Collector not to give bond. Collector of county rates to serve. Collector to own sufficient estate.

SECT. 6. The directors of the several common school districts shall have power to appoint collectors of the common school tax, without requiring bond or other security; and if the proper collector of county rates and levies for the time being, shall be appointed for that purpose, it shall be his duty to serve: *Provided*, That the person, so appointed without bond or other security, shall own a clear freehold estate, which, in the opinion of said directors, shall be a sufficient security for the faithful performance of his duties as collector.

Penalty on collector for refusing to act. Collector not to serve more than once in ten years.

SECT. 7. If the proper collector of county rates and levies shall be appointed collector of the school tax as aforesaid, and shall neglect or refuse to serve; or if he, or any other person, having been appointed and taken upon himself the duties of his office, as school tax collector, shall fail to fulfil and complete the performance of said duties; in either case, the person thus refusing or failing, shall forfeit and pay the sum of twenty dollars, to be recovered before a justice of the peace or alderman, at the suit of the president of the proper board of directors, for the use of the district, as debts of a similar amount are now recoverable, without stay of execution: *Provided*, That no person who shall have served as collector of school tax, shall be appointed or chosen for a second time, without his consent, for the term of ten years.

Balance of Duplicate to be entered in Prothonotary's office. To have the effect of a judgment.

SECT. 8. It shall be the duty of the secretary of the board of directors, within three months from the actual delivery of the warrant and duplicate of school tax to the collector appointed in pursuance of the provisions of this act, to file a certificate, signed by the president of the board, and attested by the secretary, in the office of the prothonotary of the Court of Common Pleas, of the proper county, stating the amount due and unpaid by the said collector; and it shall be the duty of the prothonotary forthwith to enter the same on his docket, which certificate shall, from such entry, have the same operation and effect as a judgment of said court, and executions may be issued thereon, in like manner as on judgments, for the amount remaining unpaid, at any time after the entry aforesaid.

Former duplicates to be settled.

SECT. 9. No person shall be reappointed collector of school tax, who shall not have paid over the whole amount of his former duplicate.

County commissioners to furnish list of personal property, which shall be taxed in same manner as real.

SECT. 10. It is hereby declared to be the duty of the commissioners of the several counties of this commonwealth, to procure a return of the amount and value of the personal property made taxable by the act of twenty-fifth of March, eighteen hundred and thirty-one, according to the provisions of said act, for and within each school district in their respective counties, and to cause a copy of the same to be delivered to the president of the proper boards of directors, on or before the first day of April, annually, in order to enable the directors to carry into effect the second paragraph of the

third section of the act to which this is a supplement; which personal property shall annually be assessed by the said directors, at the same time, and at the same rate, as the real estate within their respective districts, for common school purposes.

Mode of vacating the seats of negligent directors.—Of filling them.—Returns of all the Common School elections.—Trial of contested elections.—New elections.

SECT. 11. If any person who may be or has been elected a school director, shall refuse to attend a regular meeting of the proper board, after having received written notice to appear and enter upon the duties of his office; or if any person, having taken on him the duties of his office as director, shall neglect to attend any two regular meetings of the board in succession, or to act in his official capacity when in attendance, the directors present shall have power to declare his seat in the board vacant, and to appoint another in his stead, to serve till the next regular election; and if the whole board should decline or refuse to serve, then a new board shall be elected, in the manner described in the second section of the act to which this is a supplement, on notice put up for two weeks, at six public places in the proper district, by any ten qualified voters of the district:—the directors thus elected to be classed, and to hold their offices for the terms mentioned in the third section of the said act:—returns of all common school elections hereafter held, shall be made to the Court of Quarter Sessions of the proper county, at the next term succeeding such elections, respectively; and said court is authorized and required, forthwith, to examine all cases of contested or informal elections, and to decide them according to law; and in case any election shall be set aside, to order a new election, at the usual place, on not less than two weeks notice, by the proper officer.

Common Schools may be discontinued by a majority of votes polled triennially.

SECT. 12. From and after the passage of this act, the common school system may be discontinued or rejected in any accepting district, by a clear majority of the votes polled at a triennial meeting of the taxable citizens of the proper district, which meeting shall, in all other respects, be conducted in the manner pointed out in the thirteenth section of the act to which this is a supplement.

Schools maintained by religious societies.

SECT. 13. When a free school, of the common school grade, shall hereafter be maintained in any accepting school district, under the care and direction of a religious society, it shall be lawful for the school directors of such district to cause to be paid to the proper person or persons, for the support of such school, any portion of the school money, not exceeding the rateable share of the taxable inhabitants whose children or apprentices shall be taught in such school: *Provided*, That the directors shall be satisfied that such application of the money would not, upon the whole, be injurious to the common schools of such district.

Powers of primary committees may be enlarged with consent of directors.

SECT. 14. It shall be the duty of any committee that has been, or that may hereafter be chosen, agreeably to the ninth article of the eighth section of an act passed the thirteenth day of June, Anno Domini eighteen hundred and thirty-six, entitled, "An act to consolidate and amend the several acts relative to a General System of Education by Common Schools," to attend to all the local concerns of the respective sub-districts in which said committee shall be chosen, such as visiting the schools under their charge, providing fuel, repairing school houses; and the expenses of

all such necessary repairs, fuel, &c., shall be paid by the school directors of the several districts, as already provided for by law: *Provided*, That the said committee be directed by the board of directors to perform the said duties.

Court to appoint directors in certain cases.

SECT. 15. If any school director of any school district, where the school law has been accepted, shall refuse or neglect to do his duty, by levying the tax required by law, and putting the schools in proper operation, the directors or director willing to perform their duties, shall declare the office of such delinquent directors vacant, and appoint substitutes; and in case all said directors shall thus decline or refuse to do their duty, the Court of Quarter Sessions shall declare their offices vacant, and appoint substitutes.

Special elections to accept system in certain cases, on 4th of June, 1838. Powers of directors in such cases.

SECT. 16. In every non-accepting district of this commonwealth, in which the question of accepting the common school system was not voted upon on the proper day for voting on such question, in eighteen hundred and thirty-eight, for want of due notice, or for any other cause; and in every district in which said question of acceptance was submitted and voted on at the proper time in said year, but the election afterwards set aside by reason of informality; and also in townships, wards, or boroughs, formed after the regular day aforesaid, out of townships, wards, or boroughs, or parts thereof, which had been previously non-accepting districts, it shall be lawful for the directors of such district or districts, or for any ten qualified voters thereof, to give notice, in accordance with the first part of the act to which this is a supplement, for an election to be held on the first

Monday of June, eighteen hundred and thirty-eight, and if the majority of votes polled at the said election be in favour of accepting the common school system, said system shall be as fully accepted as if the question had been so determined on the day directed by the act to which this is a supplement; and upon such acceptance, the board of directors, and all others connected with the common school system, in the proper district, shall be authorized to do and perform, within twenty days from and after said first Monday of June, all the acts and things necessary to the operation of the common school system, which should have been done and performed on or before said first Monday of June.

Special election for Directors on the 4th of June, 1838, in new districts.—Subsequent elections in such districts.

SECT. 17. In each of the new districts mentioned in the section next preceding hereto, the qualified voters shall also elect six directors, the election for whom shall be conducted in the same manner as the election for the acceptance of the common school system under the thirteenth section of the act to which this is a supplement; and the directors thus elected shall be classed in the manner, and shall hold their offices for the terms described in the second section of the said act: *Provided*, That all subsequent elections for directors in said new districts, shall be held in the manner and at the time described in the second section of said act.

Superintendent of Common Schools to decide cases of difficulty.

SECT. 18. The superintendent of common schools shall decide whether the colleges, academies, and female seminaries entitle themselves to the annuity provided by this act, in case of any difficulty on that subject in the mind of the state treasurer.

Salary of Superintendent of Common Schools.

SECT. 19. The superintendent of common schools shall be allowed a salary of five hundred dollars per annum, payable quarterly, to commence with the present school year.

Repealing section.

SECT. 20. All laws or parts of laws relative to the common school system, which are inconsistent with the provisions of this act, are hereby repealed.

Copy to be sent to directors and county commissioners.

SECT. 21. Immediately after the passage of this act, the superintendent shall prepare and forward a copy of it to the president and secretary of each board of directors, and to the commissioners of each county in the state.

*Approved April* 12, 1838.

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## GENERAL REMARKS

### IN RESPECT TO THE SYSTEM PREVAILING IN THE CITY AND COUNTY OF PHILADELPHIA, AND THE SPECIAL ACTS OF ASSEMBLY, PASSED IN REFERENCE TO THE DISTRICT.

UNDER the existing laws of this commonwealth, the city and county of Philadelphia form, together, a school district, separate and distinct from the other school districts of the state, and except in the pecuniary assistance derived from the general school fund, having few features which are common to them. This difference is the result of obvious causes, and the legislatures which have successively acted on the great subject of general education, have shown both prudence

and wisdom in not applying to a densely populated city, the same rules which govern the inhabitants of a wide extended and sparse district in the country. The plan now in use here, though undoubtedly sharing in those imperfections to which all human institutions are liable, is found to be productive of great practical benefit. A few words will serve to explain the manner in which the machinery of the system is managed.

The First School District, (as this is called,) is divided into ten sections, in each of which there is a board of directors. In the city proper and the incorporated districts of the county, these directors are elected by the municipal legislatures, and in the unincorporated townships and boroughs, they are appointed by the Court of Quarter Sessions. They are chosen annually, and their numbers vary in the different sections, according to the supposed extent of the duties they are expected to perform. To these boards are committed the immediate management and direction of their respective jurisdictions, the selection of teachers, the visitation of the schools, the examination of scholars, and the general economy and police of all local matters appertaining to the system. Besides these boards, which act only in their own particular spheres, there is a central board, composed of representatives from every section, which superintends, controls, and regulates the whole district.

The board of controllers of public schools is at present constituted of twelve members. Of these, four are chosen by the directors of the first section, which includes the city proper; one by the directors of the second section, which includes the incorporated district of the Northern Liberties; one by the directors of the third section, which includes the incorporated district of Southwark; one by the directors of

the fourth section, which includes the incorporated district of Spring Garden, and the unincorporated township of Penn; one by the directors of the fifth section, which includes the townships of Oxford, Lower Dublin, Byberry, and Moreland; one by the directors of the sixth section, which includes the townships of Germantown, Bristol, and Roxborough; one by the directors of the seventh and eighth sections, united, which include the townships of Blockley, Kingsessing and Passyunk; one by the directors of the ninth section, which includes the incorporated district of Moyamensing; and one by the directors of the tenth section, which includes the incorporated district of Kensington, and the unincorporated Northern Liberties.

The powers of this higher board are extensive, and their duties are laborious. They determine the amount of money which must be annually raised by taxation for the use of the schools, and the commissioners of the county are compelled by law, to provide and place at their disposal, whatever sum they require: they authorize the foundation of schools and the erection of school houses: they direct what number of teachers shall be employed: they limit the salaries which are allowed; prescribe what books shall be used, and purchase and furnish to the schools all supplies. All the expenses of the district pass in review before them, and no moneys, on account of the schools, can be drawn from the public treasury, without their sanction. In addition to a general supervision of all the sections, embracing occasional visitations to each of the schools, they have under their especial charge, the model school, about sixty primary schools, and the high school, which is now in progress. It is believed that when all the preliminary arrangements shall have been completed, the high school of Philadelphia will be one of the

most thorough and useful seminaries of education to which our country has given birth.

The stated meetings of the board of controllers are held on the second Tuesday of every month. The accumulation of business, latterly, has led to a necessity for frequent special and adjourned meetings, which are held at the discretion of the members.

Five members constitute a quorum for the making of orders for the payment of money, and the transaction of business, generally, with this exception, that no order for the payment of money can be made at any special meeting, unless a majority of the whole number be present.

It is a standing rule of the board, which, unless in cases of great emergency, is strictly adhered to, that no order for money shall be authorized, unless the claim has been previously approved by the regular committee of accounts.

The committee of accounts meet statedly on the Friday preceding each stated meeting of the board, and to ensure regularity and avoid confusion, they refuse to consider any claim which is not submitted to them previous to that time.

No contract for materials, or labour in the erection of the public school houses, is valid, unless sanctioned by the board of controllers; and no claim on account of such materials or labour, will be allowed by the committee of accounts, unless approved by the building committees of the controllers.

All claims for tuition in the outer sections, where the teachers receive a per diem allowance, must be attested before some competent authority.

No order for money will be delivered by the secretary of the board, except to the party in whose favour it is drawn, or his or her legal representative.

The purchase of supplies for the use of the schools, is made by a committee of the controllers, under the direction of the board. Books and stationary are distributed from the office of the board, to the different schools, upon the written requisitions of the teachers, approved by the directors of the section to which they belong.

There are, at present, in the bounds of the first district, seventeen substantial and commodious school houses, erected expressly for the accommodation of the public schools, and reserved exclusively for their use. In these, and the various hired rooms occupied by the primary schools, nearly twenty thousand children are annually receiving the benefits of education. The course embraces all the useful branches of English instruction, and the advancement of the pupils alike attests the merits of the method pursued, and the ability of the teachers.

The expenses of the public schools have, until within the past few years, been exclusively borne by the people of the city and county. Now they are defrayed partly by legislative appropriations, and partly by taxation.

The subjoined table, made out from the certified returns of the teachers, presents a correct statement of the number of scholars now enrolled in the schools, and of their distribution.

## SCHOOL HOUSES, First District—Jan. 1st, 1839.

| | Boys. | Girls. | Total. |
|---|---|---|---|
| *First Section.* | | | |
| Model School, | 209 | 217 | 426 |
| Infant School, | 131 | 116 | 247 |
| Locust Street, | 283 | 194 | 477 |
| North Western, | 243 | 243 | 486 |
| Infant School, do | — | — | 262 |
| North Eastern, | 240 | 250 | 490 |
| South Eastern, | 204 | 232 | 436 |
| Infant School, do | — | — | 224 |
| South Western School, | 194 | 141 | 335 |
| Infant School, do | — | — | 209 |
| Lombard Street, (coloured,) | 245 | 213 | 458 |
| *Second Section.* | | | |
| Third Street School, | 279 | 251 | 530 |
| New Market Street School, | 226 | 217 | 443 |
| Northern Liberties, (coloured,) | 89 | 52 | 132 |
| *Third Section.* | | | |
| Catharine Street School, | 240 | 222 | 462 |
| Carpenter Street School, (for boys only,) | 233 | — | 233 |
| Reed Street School, | 217 | 198 | 415 |
| *Fourth Section.* | | | |
| Penn Township School, | 265 | 236 | 501 |
| Fair Mount School, | 114 | 169 | 223 |
| Francisville, (no report,) | — | — | — |
| *Ninth Section.* | | | |
| Moyamensing School, | 233 | 216 | 449 |
| Infant School, | 127 | 140 | 267 |
| *Tenth Section.* | | | |
| Palmer Street Public School, | 229 | 244 | 473 |
| Master Street School, | 234 | 200 | 434 |
| Do Infant School, | — | — | 372 |
| Sixty-two Primary Schools, averaging each, say eighty-five scholars, | | | 5270 |
| Outer Sections, estimated at | | | 5050 |
| Total, | | | 19,284 |

ACCOUNT OF MONEYS RECEIVED IN SCHOOL YEARS 1837—1838.

No. 1.

*School Fund:—General Statement.*

## RECEIPTS.

| | | |
|---|---|---|
| Balance to the credit of the school fund, January 1st, 1838, as per statement of Auditors for 1837, . . . . . | | $19,006 52 |
| Amount received from Thomas H. Burrowes, Esq., superintendent of common schools in Pennsylvania, being the proportion of the state appropriation for the year 1838, allotted to the first school district, as per act of assembly, June 13th, 1836, | | 39,578 00 |
| Amount passed to the credit of the school fund, by the county treasurer, being the balance of requisition made by the Controllers, on the county, for school purposes, for the year 1837, as per act of assembly, February 9th, 1835, . . | $9,333 34 | |
| Amount passed to the credit of the school fund, by the county treasurer, being on account of a requisition of $96,000, made by Controllers, on the county, for school purposes, for the current year, as per said act of assembly, . . . . . | 88,000 000 | 97,333 34 |
| Amount to the credit of the school fund, being temporary loans raised for school purposes, by resolution of Controllers, and outstanding on the 31st of December, 1838, viz: $36,000 00, less the discount, 484 00, . . . . | | 35,516 00 |
| | | $191,433 86 |

ACCOUNT OF MONEYS EXPENDED IN SCHOOL YEARS 1837—1838.

## EXPENDITURES.

Amount of orders drawn by the Controllers on the county treasurer, for school purposes, during the year 1838, viz:

| | | | |
|---|---|---|---|
| For High School, as per statement, No. 2, | | | $23,959 61 |
| For schools on the Lancasterian System, as per statement, No. 2, . . . . | | | |
| Real Estate, being additions and repairs to school houses, purchase of ground, and erecting new school houses, . . | | 52,964 35 | |
| School Furniture, . . . . . | | 7,562 08 | |
| School expenses, including salaries of teachers, and costs of primary schools, | | 63,356 44 | |
| | | 123,882 87 | |
| General Expenses, . . . . . | | 17,180 94 | |
| | | | 141,063 81 |
| For Schools not on the Lancasterian plan, as per statement, No. 2. . . . . | | | 23,718 49 |
| Balance, being the amount of receipts over expenditures, viz: in county treasurer's hands, January 1st, 1839, . . . . | | 3,028 03 | |
| From which deduct amount of orders outstanding from 1837, . . | 70 08 | | |
| Outstanding from 1838, . . | 266 00 | | |
| | | 336 08 | |
| | | | 2691 95 |
| | | | $191,433 86 |

In addition to the common schools of the first district, the Controllers have established a High School, into which youths of the former are admitted, after having passed a rigid examination, as to previous studies, character, &c. Professors, in the various branches of classical, English Belles Lettres, Mathematical, Astronomical, and Physical Science, constitute the faculty. Lectures are statedly delivered, on Natural History, Comparative Anatomy, Botany, Chemistry, Mineralogy, and Geology. The French, German, and Spanish languages will also be included in the course. An Astronomical Observatory has been erected upon the building, and the best instruments have been procured, from Munich, in Bavaria. Whilst the most beneficial results to Geographical, Nautical, and Astronomical sciences must be expected, the honour of our noble commonwealth is promoted by such an establishment.

# CHAPTER IV.

*Abstract of Report of the Superintendent of Common Schools, made to Senate March 25th,* 1839.

SCHOOL DISTRICTS.

By the general act of 1836, the state, exclusive of the city and county of Philadelphia, is divided into school districts, amounting to 1033

The accepting districts thus far, are 840

Number of non-accepting districts 193

SCHOOLS.

Number of schools in accepting districts, 5269

The average time for which all these schools are opened, is five months and three weeks.

TEACHERS.

| | |
|---|---|
| The number of male teachers employed, | 4758 |
| Do female teachers, do | 1974 |

SALARIES.

| | |
|---|---|
| Average salary to male teacher, per month, | $18 95 |
| Do female do | 11 30 |

SCHOLARS.

| | |
|---|---|
| Number of male scholars, | 127,677 |
| Do female do | 106,042 |
| | 233,719 |

RESULT.

| | |
|---|---|
| The average number of scholars in each school, would be | 42 |
| The cost of each scholar, per quarter, | $1 39½ |

EXPENSE OF THE SYSTEM TO THE COMMONWEALTH.

| | |
|---|---|
| The state appropriation, for 1839, was | $308,919 00 |
| Paid to city and county of Philadelphia, | 39,578 00 |
| Leaving to be divided among 1033 districts, | $269,341 00 |
| Amount due, for 1839, to 193 non-accepting districts, | $54,397 00 |
| The appropriation, for 1839, to 840 accepting districts would be | 214,944 00 |
| Assessed taxes in the above districts, | 385,788 00 |
| Aggregate of state appropriation, and district tax for 1839, | $600,732 00 |

In the districts which reported, the sum of $126,016 73 was applied to the building of school-houses; $10,988 67 to the purchase of lots, and $18,379 40 to renting and repairing of school houses. From these reports, it appears plain, that the receipts of former years, as well as the expenditures, are, in many instances, mingled with those of the last, and that no general average of the expenditures to each object can be exhibited. This detail of expenditure is less important, because the objects accomplished by the joint funds of the state and the districts, are fully presented in the number of schools which have been reported, and the number of scholars which have been instructed.

The number of school houses now in use in the accepting districts, is estimated to be five thousand one hundred and thirty-one, and the number yet required, one thousand one hundred. In these school houses, five thousand two hundred and sixty-nine scholars have been taught, during the past year, for an average period of five months and three-quarters, imparting instruction, generally, in reading, writing, arithmetic, English grammar, and geography, to two hundred and thirty-three thousand seven hundred and nineteen children. These facts prove that the system of common school instruction, thus commenced and prosecuted, is adequate to the purposes of its adoption. As it has already accomplished so much, and promises, when its details shall be perfected, and when the whole people shall join in carrying out its provisions, to be the means of dispensing the benefits of a common school education, to all the children of the commonwealth, it may not be improper, here, briefly to detail its outlines.

As already stated, every township, borough, and ward, in the commonwealth, excluding the city and county of Philadelphia, where a separate law is in force, is erected into a school district. The number of these districts is at present one thousand and thirty-three. They slowly increase annually, by the erection of new townships and boroughs.

The great effective principle in our laws, on this subject, is an annual state appropriation, equal to one dollar to each taxable inhabitant of the state, to be paid to accepting districts, upon the condition, that they levy a tax, equal to about sixty-five cents, upon each taxable inhabitant in their respective districts, which tax they are authorized to increase to treble this amount, if required, to defray the expenses of education.

The main distinctive feature of the common school law is this: it commits to the people of the accepting districts, the whole administration of the affairs of the system—they elect the directors, into whose hands are committed all the powers required to carry it into complete effect. Six directors, in each district, constitute the board, two of whom are annually elected to serve for three years. This board receives the state appropriation, levies the tax required, upon the citizens of the district, provides school houses, and pays, by its treasurer, the teachers, and the other expenses of the system.

This local government, by means of directors, is regularly constituted by the people themselves, for the purpose of providing for, and superintending the education of all the children in the respective districts—the beauty and simplicity of this arrangement are admirable. Those who pay the local tax, and who are so deeply interested in its proper application, have the direct control and supervision of the agents employed to perform their will.

The law also provides, that in each primary district, which includes the inhabitants who send their children to the same school, a committee may be elected, to consist of three of the neighbours, interested in the school, who are authorized to appoint the teacher, and, under the instructions of the directors, to visit the schools, provide fuel, and attend to all the local concerns of the primary district.

But before this domestic government can be erected, and the care and superintendence of education can be committed to public agents, the question upon accepting the system, is distinctly placed before the people, at a public election, and the adoption or rejection of the system, is submitted to their choice. Further, if the inhabitants of a district establish this local government, for the purposes of education, and after-

wards become dissatisfied with its operations, the law provides for a triennial public election, when the question, whether the system shall be continued, is decided by a majority of the voters.

Thus, a majority of the voters in each district, in the first place, determine the question, whether their interests will be promoted, and the education of their children advanced, by receiving, annually, from the state treasury, a sum equal to one dollar for each taxable inhabitant, and providing, in addition, for levying a tax upon themselves, to such an amount as may be required to keep up the common schools, or whether it is better to leave public education to be prosecuted by individual exertion, without resorting to united effort. And if they have determined to accept the system, they may, at the end of three years, discontinue its provisions, if required by the public good.

This system was introduced by the act of June, 1836. By the prior laws for the advancement of common school education, the sum of seventy-five thousand dollars was distributed to the several counties in 1835, and the same sum in 1836. For the year 1837, the sum of two hundred thousand dollars was appropriated. For the year 1838, the sum of five hundred thousand dollars was added, principally for the purpose of aiding in the erection of school houses, making the state appropriation, for that year, seven hundred thousand dollars; and for the year 1839, the sum of three hundred and eight thousand, nine hundred and nineteen dollars, was appropriated, being equal to one dollar for each taxable inhabitant.

This sum is now the permanent annual appropriation, to be increased as the taxable inhabitants increase.

The receipts in accepting districts, out of these appropriations, may be distinctly shown, by taking a district supposed to contain one hundred taxable inhabitants, thus:

| | | | |
|---|---|---|---|
| 100 taxables, in | | 1835, received about | $25 00 |
| 100 | do | 1836, | 25 00 |
| 100 | do | 1837, | 64 66 |
| 100 | do | 1838, | 226 66 |
| 100 | do | 1839, | 100 00 |
| 100 | do | 1840, to be received, | 100 00 |

[The school year commences on the first Monday in June.]

The same sums received by accepting districts in those years, are in reserve for non-accepting districts, payable as soon as they adopt the system, with a few exceptions as regards the appropriation of 1835.

The sums thus held in reserve for the non-accepting districts have been called "undrawn balances" in the treasury. By a resolution of the General Assembly, dated the 14th day of April, 1838, these balances are to remain in the treasury and accumulate for the use of the districts entitled to the same, for any time not exceeding one year from the first day of November, 1838; and all such undrawn balances remaining in the treasury on the first day of November, 1839, shall be repaid into the school fund, and in like manner, the undrawn balances of subsequent appropriations shall be repaid into the said fund, annually, thereafter.

Our system of common school instruction has, since its introduction, been gradually gaining favour with the people.

| | | | | | |
|---|---|---|---|---|---|
| In 1837, | 987 districts, | accepting | 603; | non-accepting, | 384 |
| 1838, | 1001 | do | 765 | do | 236 |
| 1839, | 1033 | do | 840 | do | 193 |

In the following statement the counties are classified, showing the number in which all the districts have accepted, and the proportions of accepting and non-accepting districts in the other counties. There are

| | | | | | | |
|---|---|---|---|---|---|---|
| 15 | counties, including | 271 | districts which have all accepted the system. | | | |
| 21 | do | 403 | districts in which there are 34 non-accepting districts. | | | |
| 11 | do | 212 | do | do | 70 | do |
| 5 | do | 147 | do | do | 89 | do |
| 52 | | 1033 | | | 193 | |

This is a strong expression of public opinion, and is remarkable; because, in Pennsylvania, until within a few years, the education of youth was not regarded as a subject of public concern. The general opinion then was, that it belonged exclusively to the private duties devolving upon parents and guardians. The policy of the great founder of the state, gave tone to this opinion. The comprehensive mind of William Penn formed his government and adapted his laws to the promotion of the welfare and prosperity of the whole people, and he is justly ranked among the great benefactors of mankind; but upon the subject of education, his views were limited, most probably because the religious community of which he was a member early adopted plans of their own, for the education of their own children.

Whatever may have been the cause, the fact is certain, that common education was not, until lately, regarded as an object of state legislation, and when it was first attempted to make

it in part a public, instead of an exclusively private duty, the change of obligation was met and resisted by the modes of thinking which were sanctioned by the general custom of the country. It is quite natural that time and reflection and examination should be required, to effect so great a change of public opinion, in a people, who are not blown about by every wind of doctrine, but who are, on the contrary, distinguished for their stability and firmness of character. Hence the system of education by common schools, was but partially adopted when it was first proposed. It may not be an easy task to convince a man who has educated his own children in the way his father educated him—or who has abundant means to educate them, or who has no children to educate, that in opposition to the custom of the country and his fixed opinions, founded on that custom, he has a deep and abiding concern in the education of all the children around him, and should cheerfully submit to taxation for the purpose of accomplishing this great object—that it is his duty, in this way, to promote the welfare of all, and that his own interests and the interests of those who are under his particular care, are best promoted by the elevation of the moral and intellectual standard of the community in which he lives. Yet many good citizens must be thus convinced before, in a country like ours, where public opinion has its just influence, the objects of the system of education by common schools, can be fully reached.

In this view of the subject, a superficial observer might wonder that a revolution of such magnitude and extent should be effected in public opinion, in so short a period; but to one acquainted with our history, it is more a matter of pride and gratulation than of wonder; it is consistent with the uniform character of a people, who are as much distin-

guished for their deliberation and wisdom in commencing mighty efforts for improving their condition and elevating their character, as they are for the vigorous and rapid execution of their purposes.

### FEMALE SEMINARIES.

By an act of April 12, 1838, female seminaries in which fifteen pupils are constantly taught in certain branches, receive $300, annually; if twenty-five pupils, $400; and if forty pupils, $500.

The following Seminaries are in operation under the above statute, and have received the following sums, viz.—

| *Counties.* | *Names.* | *Quarterly receipts.* |
|---|---|---|
| Adams, | Gettysburg, | $100 00 |
| Armstrong, | Doansville, | 100 00 |
| Berks, | Reading, | 125 00 |
| Bucks, | Ingham, | 75 00 |
| Butler, | Butler, | 100 00 |
| Crawford, | Meadville, | 75 00 |
| Cumberland, | Carlisle, | 125 00 |
| Erie, | Erie, | 100 00 |
| Indiana, | Indiana, | 100 00 |
| Lebanon, | Lebanon, | 100 00 |
| Schuylkill, | Orwigsburg, | not paid. |
| Union, | New Berlin, | not paid. |
| Washington, | Washington, | 125 00 |
| Wayne, | Honesdale, | 75 00 |
| Westmoreland, | Greensburg, | 100 00 |

In the above seminaries, the average number of scholars, is thirty-seven in each. The tuition is $15 66, and the mean cost for instruction, diet, washing, &c., is $111 33 per annum.

ACADEMIES.

The same provisions as in the case of female seminaries, apply to academies for male youth. In accordance with these, the following institutions have received their proportion of aid from the state :—

| *Counties.* | *Names.* | *Quarterly payments.* |
|---|---|---|
| Armstrong, | Kittaning, | $125 |
| Beaver, | Beaver, | 125 |
| Berks, | Franklin, | 100 |
| Do. | Union, | 100 |
| Bradford, | Athens, | 125 |
| Do. | Towanda, | 125 |
| Bucks, | Attleborough, | 125 |
| Butler, | Butler, | 100 |
| Centre, | Bellefonte. | 100 |
| Chester, | Unionville, | 100 |
| Do. | West Chester, | 125 |
| Dauphin, | Harrisburg, | 75 |
| Delaware, | Haverford, | 125 |
| Erie, | Erie, | 125 |
| Do. | Waterford, | 125 |
| Greene, | Greene, | 125 |
| Huntingdon, | Huntingdon, | 100 |
| Indiana, | Indiana, | 100 |
| Lancaster, | Lancaster, | 125 |
| Do. | Litiz, | 125 |
| Lehigh, | Allentown, | 125 |
| Luzerne, | Wyoming, | 100 |
| Lycoming, | Williamsport, | 100 |
| M'Kean, | Smethport, | 125 |

| *Counties.* | *Names.* | *Quarterly payments.* |
|---|---|---|
| Mercer, | Mercer, | 100 |
| Mifflin, | Lewistown, | 100 |
| Monroe, | Stroudsburg, | 100 |
| Montgomery, | Norristown, | 100 |
| Do. | Pottstown, | 125 |
| Northumberland, | Sunbury, | 75 |
| Perry, | Bloomfield, | 75 |
| Philadelphia, | Germantown, | 125 |
| Pike, | Milford, | 100 |
| Schuylkill, | Pottsville, | 100 |
| Susquehanna, | Franklin, | 125 |
| Do. | Susquehanna, | 100 |
| Tioga, | Wellsborough, | 100 |
| Venango, | Venango, | 75 |
| Warren, | Warren, | 125 |
| Wayne, | Beech Woods, | 100 |
| Do. | Honesdale, | 100 |
| Westmoreland, | Greensburg, | 100 |
| York, | York, | 125 |

The average number of scholars in each academy is fifty-eight; the medium price of tuition is $17 67, for one year; and the annual cost for instruction, diet, washing, boarding, &c., $144 86.

### COLLEGES.

By the act of April 12th, 1838, above cited, each University and College maintaining four professors and instructing, constantly, one hundred students, is entitled to an annual appropriation of $1000.

The following sums have been paid to the under named institutions:—

| *Counties.* | *Names.* | *Quarterly payments.* |
|---|---|---|
| Adams, | Penn'a at Gettysburg, | $ 250 |
| Crawford, | Allegheny, | 250 |
| Cumberland, | Dickinson, | 250 |
| Fayette, | Madison, | 250 |
| Franklin, | Marshall, | 250 |
| Northampton, | La Fayette, | 250 |
| Philadelphia, | University of Penn'a. | 250 |
| Washington, | Jefferson, | 250 |
| Do. | Washington, | 250 |

The number of students in the above colleges was 1,509; among these, thirty-one are preparing themselves as teachers of common schools. The average price of instruction for one year is, with contingent expenses, $39 22; and the medium aggregate of annual expenses for a residence in the colleges, is $113 44.

RECAPITULATION.

| | |
|---|---|
| Number of students in University of Pennsylvania and eight Colleges, - - - - - - - - | 1,509 |
| In 43 academies, - - - - - - - | 2,420 |
| Scholars in 15 female seminaries, - - - | 550 |
| Scholars in 5,488 common schools, - - | 233,719 |
| | 238,198 |

*Extract from Report of the Honourable F. R. Shunk.*

# CHAPTER V.

## SUGGESTIONS TO DIRECTORS OF COMMON SCHOOLS.

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### ENGAGEMENT OF TEACHERS.

THE most important duty resting upon the Directors, is that of employing competent and worthy instructors. Not only is the success of the system made materially to depend upon a due attention to this particular, but the best interests of the scholar are essentially connected with it. No exertion, and much less any consideration of cost, should ever prevent a strict attention to the capability and moral standing of every applicant for the charge of a school. In every instance, testimonials of capacity should be required, and those which speak of his experience and talents, from actual observation, ought to be preferred. It is a false economy, in a matter with which is identified the future respectability, if not the very happiness of the child, to employ a teacher, merely because his demands may be the lowest among his competitors.—He too often is the most costly that could be engaged.

The moral standing of the applicant should always be a matter of inquiry. If a teacher be loose in his habits or

regardless of the religious restraints of a Christian, he should never be sustained. Next to that of their parents, the example of their instructor has the greatest influence upon the hearts as well as the minds of the young; and if the latter be inattentive to moral proprieties, children will be exposed to a danger of the most pernicious kind. When a worthy and competent teacher has been secured, and his merit ascertained, he ought to be sustained by the special countenance of the board of directors. Next to the minister of the gospel, he is an agent for immense good, and ought to be accordingly valued. Peculiarities in his discipline, or a rigid enforcement of his laws, should never be the occasion of weakening a proper estimate of his worth. Especially ought not the complaints of ignorant or prejudiced parents be allowed to operate to his disadvantage.

### DISCHARGE OF THEIR DUTIES.

Directors, before accepting their offices, owe it to their own characters, and their constituents, seriously to inquire, whether they can meet, to the full, all the requirements which the law exacts from them. If their private engagements will prevent a conscientious discharge of their duties, they should decline the appointment. These duties are highly responsible, and being so, they must be faithfully fulfilled. The standing of the district, the great interest of the children, and the cause of virtue, demand that the supervision, on the part of the directors, be complete. Let, then, this be a subject of serious reflection with those who have been honoured with the popular support, and influence a prompt and efficient action.

### CARE OF THE SCHOOLS AND SCHOOL HOUSES.

Frequent visits to the schools in the district, ought to be made by the committees of the board. They have a good effect upon both teachers and scholars; for they evidence an attention and concern for the establishments, and present to actual observation, their state and condition. On every visit, a close examination into the progress and conduct of every scholar, should be had; and commendation or reproof be expressed by the committee.

The state of the buildings should frequently be ascertained, and repairs, when necessary, be promptly ordered. Their cleanliness, and the condition of the grounds and outbuildings, ought also to be ascertained. It is impossible to have a school in good discipline, when the buildings are out of order, or in a filthy state. The influence upon the mind of the child, as well as the adult, is most injurious to correct sentiments in morality, which carelessness, in this respect, is sure to beget. Beyond the pride which should prompt a board of directors in this case, there is a religious duty to see to this particular. They should endeavour to elevate the feelings of the children; they should see that nothing interferes with the delicacy of their thoughts, and that at their tender ages, the impressions which they receive, are those of order, cleanliness, and every thing opposed to vulgarity. Regulations providing for the cleaning of the school house, at least once every fortnight, should be passed; for the grounds being swept, and all necessary repairs being immediately made. The cost would be an hundred fold repaid in the good conduct of the children, and in the character which the district would soon secure to itself; whilst in early life, there would be received those impressions, which exalt and dignify our nature.

### EMPLOYMENT OF FEMALES IN CONJUNCTION WITH MALE TEACHERS.

When a school contains more than forty scholars, an assistant becomes necessary. It is a deplorable economy, to require a teacher to assume the charge of a greater number. It is impracticable for him to do so, with justice to his own reputation, or the children committed to him. Human exertion has its limit, and every attempt to force it beyond, must fail, with injury to all concerned.

By a fairly tested trial, the greatest advantage has been found in employing females as assistants to the principals of common schools. The mere presence of a lady has a most salutary influence upon many, who, without it, would evidence irregularity in their conduct. The experiment in the public schools in Philadelphia, has operated so well ever since its adoption, and the deportment of the scholars become so signally improved, that all the schools have resorted to it, and it is now a standing regulation with the directors.

### SCHOOL LIBRARIES.

The directors should endeavour to provide for every school, a small library of instructive and moral books. Whatever sum might be appropriated to this object, would be most advantageously expended. It is the manifest interest of the community, to possess qualified instructors. Various elementary books, as well as such as are explanatory of the different branches taught in our seminaries, should be within their reach, in order that they might the better fulfil the expectations of their patrons. Of the advantage of libraries to scholars, the evidence is manifest. Not only would they improve the mind, and be the means of implant-

ing virtuous principles in the breast, but they could be used as a powerful agent in inducing emulation, both in study and deportment. The privilege of using them might be made to depend upon the good conduct of the scholar; and a habit of reading be thus acquired, which would be confirmed throughout life.

When school libraries are procured, let a list of the works be legibly written in a blank book, procured for the purpose, and let the teacher be the librarian. On taking charge of the school, the directors should direct him to examine whether all the volumes are on the shelves, and if so, surrender them to his keeping, with the notice that he is to be held responsible for the delivery of every work on his leaving the charge of the school. He will, for his own sake, be careful to enter the volumes, when loaned out, as well as be rigid in exacting their return.

### ATTENTION TO THE MORALS AND HABITS OF THE SCHOLARS.

A solemn responsibility rests upon the directors, to cooperate with the teachers in untiring exertions to elevate the moral character of the youth under their supervision. Every act at variance with the principles of virtue, should immediately receive an indignant notice. Profane swearing, or obscene language, falsehood, theft, malicious mischief, cruelty to his fellows, or any gross violation of decorum, should not be allowed to be committed with impunity. Reproof, in the first instance, might perhaps be followed by reformation: but if the offence be repeated, some discipline should be exercised. If this fail, notice then might be given to the parents, that suspension or expulsion must follow on repetition; in the event of which infliction of disgrace, on report made to them by the teacher, the directors should confirm the proceeding.

RESPECT TO THE VARIOUS VIEWS IN RELIGION HELD BY THE PARENTS OF THE CHILDREN.

The delicacy and care to be observed that no infringement upon the consciences of any, in relation to religious creeds, be allowed, will be at once evident. The adoption of regulations of a similar spirit and tenor with the following, would at once effect this all important object. They are the rules for the government of the schools in the city and county of Philadelphia, and have received the unanimous approval of the community.

RESOLUTIONS PASSED UNANIMOUSLY AT A MEETING OF THE BOARD OF CONTROLLERS OF PUBLIC SCHOOLS, HELD DECEMBER 9, 1834.

*Whereas*, The Controllers have noticed, that the practice exists, in some of the schools, of introducing religious exercises, and books of a religious character, which have not been recommended or adopted by this board, in the lessons prepared for the use of the scholars, and believing the use of such exercises or books may have a tendency to produce an influence in the schools of a sectarian character,

*It is resolved*, That this board, as conservators of the rights of parents, or guardians of children, committed to the care of teachers, employed according to law, for the purpose of public education, are bound to preserve those rights unimpaired.

*Resolved*, That the constitution of the State of Pennsylvania, which has provided for the establishment of public schools, has also wisely guarranteed the right of all to worship according to the dictates of their conscience; and as the parents of children have, both by law and nature, the guardianship of them during their minority, so, they alone are

responsible for the effects of such guardianship; and their right to impress the minds of their children with such views, of a religious nature, as they may think most important, ought not to be interfered with,—especially by a body exercising its authority by virtue of the laws of the commonwealth.

*Resolved*, That as all sects contribute in the payment of taxes to the support of public schools, the introduction of any religious or sectarian forms, as part of the discipline of the schools, must have a tendency to impair the rights of some—and that whilst this board is convinced of the utter impossibility of adopting a system of religious instruction, that should meet the approbation of all religious societies, they are equally satisfied no injury need result to the pupils from confining the instruction in our schools to the ordinary branches of elementary education; inasmuch as ample facilities for religious improvement, are presented for the choice of parents or guardians, in Sabbath schools, and other establishments for that purpose, which are organized and supported by various religious communities.

*Resolved*, That the ground of universal benevolence is one on which all sects or parties may meet; and it must be on this ground alone, that our public schools can be continued as a *public good;* and in prohibiting the introduction of religious forms in them, this board will invade the rights of *none*, but on the contrary, by so doing, it will maintain the rights of *all*—and therefore

*Resolved*, That this board cannot but consider the introduction or use of any religious exercises, books, or lessons, into the public schools, which have not been adopted by the board, as contrary to law; and the use of any such religious exercises, books, or lessons, is hereby directed to be discontinued.

### CONSIDERATIONS AS TO THE ADVANTAGE OF HAVING THE SCHOOLS IN OPERATION THROUGHOUT THE YEAR.

In some districts there is an interruption in the exercises of the schools, varying from three to seven months in every year. It should be a matter of grave inquiry, with the directors, whether the course is not injurious to the general cause, as well as to individual interest. Apart from the consideration, that much is necessarily lost to the scholar, of that which he had acquired, his habits of application, in the recess, become relaxed, which would not be the case were there continuous instruction afforded. After his return to school, he cannot commence where he left off his studies, but is compelled to retrace his steps for some distance. The loss of time is two-fold, and the injury greater than can be estimated.

It is true, that, in the open country, the aid of children is required at certain seasons, in the occupations of husbandry. Yet, at these periods, the schools might be continued, under female teachers, many of whom are fully competent to instruct youth in all the staple branches of education. By this arrangement, those of the male scholars who might wish that no interruption should take place, would be accommodated; whilst the girls would have an opportunity of being educated, at a time when their domestic services are not pressing, and the season of the year is favourable for their attending school.

### CLASS BOOKS.

THE most difficult duty of the directors, and one also of much responsibility, is that of selecting the best elementary books for use in the common schools. From among the great mass of works of this kind, it might be supposed that no great labour, in this respect, would attend the introduction

of such as were possessed of merit. Yet the very large number at present existing, renders the task an arduous one, especially when it is found that with very little variation, even in the text, and with but little solid improvement or additional knowledge imparted, new works are daily appearing.

Another cause for the difficulty is found in the preference which every teacher has for some particular books; and it is not unusual to find that this preference is very frequently founded upon a caprice of taste, or long familiarity in their use. The consequence is, that every new teacher in a school, attempts to introduce a new set of works, to the exclusion of those recommended by his predecessor, but with no additional claim on account of their superiority.

To prevent not only an enormous tax from being imposed upon the parents or district, and to establish something like unity in the system, as well as to benefit both the teacher and scholar, the directors might order that certain books alone should be used in the schools under their control. The advantages, in more respects than one, would soon be evident. They are seen to the full in Philadelphia, where this plan is followed, and which, after a long trial, has become a permanent regulation with the controllers.

Books as distinctly Pennsylvanian as possible, ought to be sought after. Our children should soon be taught that they are of a state, whose public improvements are unparalleled in any country on either hemisphere. Of the great resources of their commonwealth in agricultural and mineral wealth; of the grandeur and majesty of her mountains; of the noble rivers which proudly rush through her lofty ridges, should they also hear. And of those great and wise and good men who were Pennsylvanians, they might be told: and especially should a concise history of their native

state be placed in their hands. The settlement of the colony, by William Penn; the events of the revolution; the patriotic position which the state occupied at the outbreak and progress of the contest; the great and generous aid which was rendered; the statesmen and warriors who came forth to the work upon which rested the destiny of a new world, are subjects of too much value, in every view, to be neglected. Our children should not be brought up in ignorance of their noble state. Every thing in and about Pennsylvania, and her history, is replete with instruction; is calculated to beget gratitude to the Ruler of Nations, that it has been our happy lot to be numbered among her children. Other states may have done much; none have done more for the cause of religion, of public virtue, and public happiness. The sons of our sister commonwealths, have deserved well of the lands of their birth; there is a long array, and a glorious one, of eminent and illustrious Pennsylvanians.

It may be necessary to state that a Pennsylvania Series of Elementary School Books, numbering from *one* to *eleven*, are now in the course of publication. No. 6, entitled Pennsylvania Biography, or Lives of eminent Pennsylvanians, designed as a reading book, and No. 1, a Primary Book, have been published in Philadelphia, by James Crissy, Minor Street. The rest, consisting of Pennsylvania Spelling Book, No. 2.; Pennsylvania Reader, No. 1. Do. 2.—third and fourth of the series; Geography of Pennsylvania, No. 5.; Exercises in Arithmetic, No. 1. and 2.—seventh and eighth of the series; Marshall's Life of Washington, (now published) No. 9.; and a History of Pennsylvania, No. 10. These works are printed of a uniform size, and in a superior style, and comprise a full course for common schools.

# CHAPTER VI.

## DUTIES OF TEACHERS.

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### DISCIPLINE OF THE SCHOOL.

NEXT to a conscientious attention to the mental improvement of his scholars, the enforcement of a judicious discipline over his charge, is the most important task resting upon the teacher. It is admitted to be a difficult one; and on this very account, it should receive his greatest consideration.

There are general principles, however, which even a partial experience will supply; and upon these he can build, in detail, a full system for the management of his great trust. If, for example, it be a self-evident proposition, that without order and regularity, in the school, no benefit can be dispensed, and that the instruction which he communicates, is rendered, in some measure, unprofitable, through interruption or confusion, he will establish such regulations as may prevent annoyance both to the instructor and instructed. If, also, it is seen that a rigid execution of the penalties for violating any of the ordinances of the school, when promptly succeeding the infraction, has an additional efficacy and virtue, the teacher will pursue a course, thus shown to be of increased benefit.

In adopting a system of discipline, whilst it should not be marked by severity, and much less by cruelty, it yet ought to be, in every instance, rigidly enforced. This course, pursued in one or two instances, will have a great influence and efficacy upon the scholars, for the future. Children, when often threatened, become indifferent at last to warnings, and too often despise the authority which is above them. Every transgression ought, accordingly, to be immediately followed by its penalty, and a repetition will thus, in all probability, be avoided.

Whatever may be the nature of the discipline—whether through means of corporal chastisement, confinement, the bestowal of tickets of merit, the weekly reports to parents, suspension, or expulsion,—the laws in relation thereto should be known to the scholar. When thus communicated, and when rigidly and promptly executed, no excuse can be of avail; and the certainty of the punishment will thus prevent, in no small measure, the commission of faults.

The control of the teacher over his scholars, in one view, may be supposed to be only during the sessions of the school. But his influence can be operative even in his absence; and particularly during the time of recess, for dinner. The police of the buildings and grounds should be strict; and that no injury or damage may be sustained, boys of the first class might be alternately appointed to a weekly superintendence during the above season. All mischief done in the recess, should be reported by them; and a neglect to do so, should subject them to the penalty due to the offence.

Particularly ought the teacher to visit, with strict punishment, any wanton destruction of the furniture of the school, or the buildings. A disposition to deface public works, to cut and disfigure valuable improvements, and oftentimes

costly productions of art, is, unhappily, a national characteristic in our youth. It ought to be destroyed in its first exhibitions; and if parents will not lend their aid in preventing it, every motive of duty should influence the teacher to do so. It is impossible to imagine that any instructor of youth has a full sense of his obligations, or that he has proper ideas of his own character, who will not look to the proper condition of the building, and its properties, when committed to him.

### REGULATIONS AS TO THE SEXES.

In a large portion of the common schools, boys and girls are promiscuously instructed. To cause them to preserve to each other the conventional proprieties and decencies of intercourse, during school hours, and the daily recess, the teacher should exercise the utmost care. Impressions of indelicacy, or immodesty, ought to be most sedulously guarded against by his vigilance. They should be separated as much as practicable, and no communication allowed; except, when forming classes together, they may be called to recite. The teacher *should insist that separate play-grounds, enclosed, should be prepared, and that every provision be made to prevent an intermingling, at any time, with each other.* These general hints only are given; but they are presented with much anxiety, and the expression of a desire that they will excite all due *attention* and *interest.*

### OFFENCES REQUIRING PUNISHMENT.

Profane swearing, or cursing.

Obscene language.

Lying, or falsehood.

Theft, or robbery.

Fighting with school-fellows, or others.

Playing truant.

Wanton or malicious mischief.

Cutting, or injuring the furniture of the school, breaking the windows, &c.

Immodest language, or behaviour to the girls of the school.

Slovenly personal appearance.

Habitual tardiness in attendance.

For these offences immediate punishment should follow; and if no reformation be evidenced, suspension might be resorted to, until a report can be made to the directors.

On the subject of punishment, it may be remarked, that it should be of a parental character. Severity ought always to be avoided, particularly when it approaches to cruelty. Yet this observation is not intended to deny to the teacher the right of inflicting corporal chastisement. After a full opportunity for testing the different schemes for controlling the conduct of scholars, in the elementary schools throughout Europe, the infliction of the rod has been retained as an essential part of the discipline. A resort to it, indeed, is not frequent, yet it is authorized as a final means for the correction of crime. Its efficacy will be increased by the unfrequency of its infliction; and a judicious employment of it cannot fail in its desired purpose.

### MANAGEMENT OF THE SCHOOL WHEN IN SESSION.

So soon as the hour has arrived for the opening of the school, the teacher should ring his hand bell; which might also be used in calling his classes, in their dismission, &c. If prayers are directed to be used, the teacher should utter them in a distinct and solemn manner. A portion of Scripture, not exceeding twenty or thirty verses, should then

be read by one of the boys in the first class, all the members of which should be required to perform this duty in alphabetical rotation. If prayer be not used in opening the school, then three or four verses of one of the following hymns should be sung by the whole school, followed as before, by the reading of the Scriptures. After these exercises, the teacher should ring his bell, for notice of roll call.

It is considered necessary to state here, that no better means can be employed for bringing a school into order, on its opening, than religious exercises, if appropriately performed. Apart from the consideration that it is an especial duty upon the creature, to render this service to the Creator, the benefit, which in this view it produces, is deserving of serious attention.

On the second ringing of the bell, the roll is called from a roster, the form of which will be given, and the absentees marked. The classes will then be called for rehearsal, recitation, &c. As they severally appear, the teacher should closely look to their personal appearance, and mark every neglect in their dress, their hair, faces, and hands. It has been elsewhere remarked, that cleanliness and neatness of appearance should be most strenuously required. The moral and physical influence, nay, the very religious effect of it upon the scholar, should be a matter of regard with the instructor. It has invariably been found, that the worst children in a school are those who are dirty and ragged. The neglect, as to the particular now insisted upon, by their parents, is an evidence that they receive no domestic training; and that they come to school with habits of carelessness, and a disposition to resist all discipline.

No excuse can be rendered by the poorest of our population, for the neglected condition of their children when at-

tending school. Coarse as may be their clothing, it yet should be whole; and the cleanliness of their persons is attended with no expense. Besides, it is a cruelty of the worst kind, to cause children, through a culpable neglect on the parents' part, to become objects of ridicule, and finally of avoidance. Again let it be said, that the teacher, on every opening of the session, should examine closely into the personal appearance of his scholars.

### SILENCE IN SCHOOL DURING THE SESSION.

The general and prevalent *buz* and *hum* in schools, where a proper discipline is not observed, is not only disagreeable, but in no small measure preventive of study. To forbid any thing of the kind, or the least approach to it, should be the aim of the teacher.

There is no necessity for the confusion. Children can as well study or perform their tasks without, as with it. It is a habit, which is not only vulgar, but it interferes with those who would be most engaged in their lessons. Of the necessity on the part of the teacher to destroy the disposition, an argument is presented in the inquiry :—Suppose the habit becomes so fixed, that it is extremely difficult to destroy it, and that the scholar, in more advanced life, is guilty of it, what will be the mortification, when, through neglect, it is carried into society? By all means, let it be broken in early life.

With respect to the conduct of the children during the recitations of the classes, too much vigilance cannot be exercised. Occasional glances over the school by the teacher, will show him the offenders; and prompt correction should follow. One or two instances of a determination of purpose

to have order, by the exercise of authority, will be followed by a general obedience.

### RECESS DURING THE MORNING OR AFTERNOON SESSIONS.

It is very questionable whether the practice of having a recess for fifteen minutes or more in every session, for the children, either generally or by classes, is attended with any favourable effects. When it is considered that the hours for study are limited, and of no great extent, and that the closest application during their continuance cannot be attended with any injury, either moral or physical, the custom might, without any danger, be discontinued wherever it has prevailed.

The great object of the teacher should be to have the greatest possible silence and order in his school. He cannot succeed in it, if there be a constant interruption, which is unavoidable, whenever this course is pursued. The circumstance of time which is necessarily lost, in granting permission, independent of the disorder in leaving the school; and the same on the return of the respective classes, with the attendant confusion, should be considered. No good benefit has resulted from giving the privilege, and on this account it ought to be withheld.

### REGARD TO THE PERSONAL MANNERS ETC. OF THE SCHOLARS.

Slovenly and ungraceful manners in the scholars, should be sedulously watched against. An erect position when seated at the desk, must be required; and no lolling on the arms, or any other ungraceful position be permitted When the teacher rings the bell, and announces class No. 1, the members of it will stand up before their respective desks; another tap of the bell will give notice for their

approach to the instructor's desk. According to their ranks in the class, they will form in a semi-circle before him, in the position marked in the following plate.

It will be seen that the scholars are in an *erect position*, their *toes out*, and their *arms* and *hands thrown behind*. In every instance should an attention be paid to this and other similar prescriptions. An observance of them, will materially aid the discipline insisted upon. The bearing of the scholar to his teacher, the directors and visiters of the school should also be most respectful. Frequent instruction in this respect should be given; and every care taken that it be followed,

On the dismissing of the school, the bell should ring and notice be given to *put up books*. With the least possi-

ble noise, this must be done in the shortest time. If there be girls in the school, they are to be *discharged first;* but in every instance, *by classes*, and not generally. The teacher, for example, will announce *class 4th*, supposed to be composed of the smallest girls. Class No. 4, will accordingly stand up in their places; the teacher will then pronounce *dismissed*, when they will retire. The same course will be pursued in respect to the other classes of girls. After a few minutes, the males will be discharged by divisions in the same manner.

It must be a standing regulation, that the scholars, after their dismission, will proceed immediately and directly home; and that there be no *loitering* on the way. When coming to, or going from the school house, the conduct of the children should be correct and orderly. Behaviour of a contrary kind ought to be severely rebuked—and if requiring it, be punished.

### METHOD OF INSTRUCTION.

After various trials throughout Europe, and in the best organized schools, the most advantageous method has been found to be, that of ORAL INSTRUCTION, combined with such as is derived from books. Indeed, in many of the elementary schools of Prussia, no books are used; the teacher communicating information by conversation, and in a familiar, colloquial style. The benefit is evident; and the system is becoming a prevailing one.

No lesson, in any branch, ought to be rehearsed, without its being followed by explanations or illustrations from the teacher. The rules which are invariably found in school books, are too general for an immediate application of them, on the part of the scholar. They require explanation; and

examples should be shown, in which their operation or employment may be seen. This can be done by any teacher competent to his charge, and to one, who is conscientiously engaged in the duties, there will be afforded the gratifying evidences of solid improvement on the part of his scholars.

If, for example, a class in reading is before him, when the scholar comes to a word, which he does not correctly pronounce, the teacher should require that it be audibly spelt by him, and then correctly uttered, when he again is made to read over the sentence. When a word likewise occurs, which is not a common one, the scholar must be made to give its explanation; or if he cannot, the next should be called upon. When the portion appointed for the lesson shall have been read over, the teacher should direct the class to close their books, and pronouncing the principal words, or such as are most difficult, cause them to spell, and explain them. After this exercise, remarks, illustrative of the lesson, should then be made by the teacher.

The same course is to be pursued in every branch taught. If a scholar, for instance, presents his slate, on which he has done a sum from his arithmetic book, the teacher will ascertain it to be correct, he will then rub it out, and set him one varying in its terms and figures, but requiring a similar operation. By this means, there is a practical application of all that the child is taught.

There is no appendage of furniture in a school-room of so much usefulness as the *black board*. Upon it, the teacher can illustrate almost every subject of his instruction. It should placed, not only distinctly before the whole school, but be likewise accessible to every scholar, when called upon to use it. Independently of the evidence which he may afford of the progress, and acquaintance in the particular

branch, which he is called to exemplify, he acquires a degree of confidence which is essentially important. If, for example, the head of his class in grammar, is directed to parse the sentence, "*A good boy loves his book*," previously written by the teacher: and he commit an error, if it be discovered by any one of the division, the correction will be understood by the whole class, having been made in language perfectly intelligible to all its members. The same benefit must result in the employment of the *board* in every other branch of elementary education; for it is one of the means of bringing into exercise or employment, rules previously committed to memory. And, besides, the scholar acquires a degree of confidence, either in defending his own premises, or correcting those of another, which must be useful in his after commerce with the world. Another method, which is recommended, is that the lowest classes have slates given to them, upon which they may practise lessons in writing or drawing. Small children are always apt to become fatigued in a session of three or four hours; and it is natural that they should be, for their minds cannot be kept in tension or employment for this length of time. After having said two or three lessons, they might be privileged to take their slates, upon which copies in penmanship may have been set, and by way of recreation, they might be directed to imitate them. Not only would they be quiet during the time, and their ambition be excited; but habits of attention would be imperceptibly acquired by them. Wherever this plan has been followed, an astonishing improvement has been invariably discovered.

In connexion with these suggestions is another, that is regarded of no mean importance. It is that of having stated weekly, *review days*. In some well directed schools,

there are two in each week; but one is considered sufficient in our common or elementary establishments. On these days, say the Wednesday or Saturday in every week, the scholars are to revise all their studies of the preceding week. It is not necessary that they should go through all and every lesson which may have been given to them; but the teacher ought to ascertain whether what they have learned has been *retained* by them, and whether they *comprehend* the week's lessons. On these occasions, he will have an opportunity of acting upon the suggestions before made, and of giving such instruction, as books do not generally supply.

In conclusion, the teacher is reminded that he is to regard himself in the light of a parent over the children committed to his care. He ought accordingly to create that interest in his breast, which may be in accordance with this relation. Whatever may be the difficulties and discouragements that surround his employment, and they are admitted to be many and great, he yet should discharge his important task, in a conscientious spirit. In his own bosom, he will find a rich and gratifying reward; and before the reasonable portion of the world, he must stand as a benefactor of his race! With the conviction that he is laying the foundation for the future usefulness of many of his fellow creatures, he ought to engage in his task with a determination to employ his skill in exalting to a due elevation the intellectual character of the future citizens of this noble commonwealth, and thus prepare them for the discharge of the duties which hereafter may devolve upon them.

# CHAPTER VII.

## ILLUSTRATION OF THE SYSTEM AT PRESENT PURSUED IN THE COMMON SCHOOLS IN PHILADELPHIA.

THE following communication on the system of instruction, &c., observed in the schools of the first district, was received from Mr. J. M. Coleman, an experienced and skilful teacher; and is given with a sense of its great value.

### BOYS' DEPARTMENT OF THE NEW MARKET STREET PUBLIC SCHOOL, DEC. 6, 1839.

#### CLASSIFICATION.

This school, consisting of two hundred and twenty-six scholars, is divided into four classes. The first (or highest,) class is divided into two divisions, and contains forty-three scholars; the second class is divided into two divisions, and contains forty-eight scholars; the third class is divided into three divisions, and contains sixty-eight scholars: and the fourth (or lowest,) class, is divided into three divisions, and contains sixty-seven scholars. The school is conducted by a male principal, and three female assistant teachers; so that each class has a distinct teacher. Each assistant teacher has the entire management of her class, and is held responsible, both for the conduct and advancement of her scholars. In case any boy refuses to submit to the requirements of the assistant, she reports him to the principal.

### BRANCHES TAUGHT.

These are Orthography, Reading, Writing, Arithmetic, English Grammar, Geography, with the use of the globes, Algebra, Natural Philosophy, and Composition. The last five branches are not taught in the fourth class, and Natural Philosophy and Algebra are taught only by the principal.

### ORDER OF EXERCISES.

The order of exercises are very nearly similar in all the classes, being varied only to suit the peculiarities of each. That of the first class is as follows:

### MORNING SESSION.

From half-past eight to five minutes before nine o'clock, the principal hears recitations in Natural Philosophy.

From five minutes before nine to nine o'clock, singing by the whole school.

From nine to half-past nine o'clock, first division recite Geography.

From nine to half-past nine o'clock, second division study Geography.

From half-past nine to ten o'clock, second division recite Geography.

From half-past nine to ten o'clock, first division prepare Algebraic and Arithmetical lessons.

From ten to eleven o'clock, first division recite Algebraic and Arithmetical lessons.

From ten to eleven o'clock, second division prepare Arithmetical lessons.

From eleven to twelve o'clock, second division recite Arithmetic.

From eleven to twelve o'clock, first division plain and ornamental penmanship.

At twelve o'clock, dismiss.

AFTERNOON SESSION.

From five minutes before two to two o'clock, singing by the whole school.

From two to half-past two o'clock, first division recite Grammar lesson.

From two to half-past two o'clock, second division study Grammar lesson.

From half-past two to three o'clock, second division recite Grammar lesson.

From half-past two to three o'clock, first division prepare Reading and Etymological lesson.

From three to four o'clock, first division recite Reading and Etymological lesson.

From three to four o'clock, second division Penmanship, plain and ornamental, and prepare Reading and Etymological lesson.

From four to five o'clock, second division recite Reading and Etymological lesson.

From four to five o'clock, first division prepare Arithmetical lesson for next day.

At five o'clock, dismiss.

MANNER OF CONDUCTING RECITATIONS.

By inspecting the above order of exercises, you perceive a time is allotted for every exercise, and every exercise is performed in its time. The manner of conducting the recitations comes next to be considered. In all cases, the lesson is assigned the day previous to that on which it is recited,

and every boy is expected to be prepared when the time for reciting arrives. In Geography, a state or county having been assigned, the scholars of one division are called upon to recite, when not only the questions contained in the book, but such others as suggest themselves to the mind of the teacher, as being pertinent to that state or county, must be answered. Each scholar is required to define such words used by himself, as may be selected by the teacher. (This applies to all lessons.) In solving problems on the globes, a full explanation of the manner of performing them is required. The scholars occasionally sketch particular countries on the black board. The books, &c. used, are Mitchell's Geography and Atlas, Olney's do. Mitchell's Map of the World, and United States, Bradford's Atlas, and Wilson's Globes.

ARITHMETIC.

"A certain number of examples having been assigned for a lesson the day previous, each scholar is supposed to be prepared with the solutions upon his slate, and the class are paraded for recitation. Every scholar passes his slate into the hands of the scholar next on his right, except the scholar standing on the extreme right, who carries his to the scholar on the extreme left. The first scholar then reads from the slate he holds, the answer to the first example; and the teacher, holding the key, declares the answer to be right, or wrong. When the answer has been pronounced right, it is the duty of every scholar, who finds a different answer upon the slate he holds, to signify it, and the error is noted against the owner of the slate. The first example being disposed of, the answer to the second example is read by the second scholar, and disposed of in the like manner. Thus the

reading of answers goes through the class, and each scholar detects the errors of his neighbour. Individual scholars are occasionally called upon to explain their work, in a particular example, and to give their reasons for the operation adopted. By this mode of examination, the work of a large class is particularly inspected, in nearly the same time that would be required to inspect the work of one scholar. Besides the advantage of despatch in this mode of examination, the exercise itself is beneficial to the pupils. Each scholar acts the part of an inspector—he is interested to be critical—he acquires a facility in deciphering the work of others—and habits of alertness are attained."

The preceding directions of Mr. Emerson are carried out very fully, with, I think, the most beneficial results. In Algebra, the same system is pursued. Oral, or mental arithmetic, is carried to a very great extent, embracing the solution of such questions as were formerly appropriated to position, or simple equations, in Algebra. In all solutions of this kind, care is taken to vary the questions, so as to prevent the pupils committing the solution to memory. The boys of the highest class can multiply six figures by six figures, mentally, and give the product, amounting to hundreds of billions, in about fifteen minutes. The books used are Emerson's Arithmetic, parts 2d and 3d, and Green's Algebra.

### ORTHOGRAPHY, READING, AND ETYMOLOGY.

These are combined, as follows. A reading lesson having been assigned the day previous, each scholar is expected to write out, on his slate, a certain number of words from said lesson, correctly spelled, give the Latin or Greek root of each, together with their several English definitions, combine them so as to form sentences, and finally parse those sen-

tences: by this course, we think the boy cannot fail to have a complete knowledge of all the words so handled. Words are also given out by the teacher, to be dealt with in the same manner, from memory. In reading, the scholars are called upon promiscuously, and not in any particular order. This insures the attention of every boy in the class, as he is liable to be called on to proceed with the paragraph which another boy is reading, at any time, and a failure to do so, promptly subjects him to a demerit mark on his roll. Books used are Emerson's First Class Reader, Marshall's Life of Washington, Frost's United States, Bible, Cobb's Walker's Dictionary, and Scholars' Companion.

### ENGLISH GRAMMAR.

This branch is taught according to the system of Roswell C. Smith, whose Grammar is adopted as the text book; a lesson in which is recited every day, in addition to the parsing mentioned under the preceding head.

The Natural Philosophy lesson is recited every morning at half-past eight o'clock; the young philosophers performing the experiments themselves, by the aid of the apparatus belonging to the Lyceum. The book used is Parker's.

### COMPOSITION.

Each scholar is required to write a composition, on a subject selected by himself, and it is handed in to the teacher on or before the Friday of each week. These are examined at the teacher's leisure, and marked according to their respective merits. Frost's Easy Exercises in Composition is the book used in this branch, and is, in my estimation, well calculated to draw out the pupil in this very difficult exercise for beginners.

### WRITING

Is taught by the use of copper-plates, and the Controllers and Rand's Copy Books. Each exercise being inspected, and the pupil receiving a merit or demerit mark for each exercise, as in the judgment of the teacher he deserves.

### PUNISHMENTS.

In the highest class, the only punishment for minor offences, is marked for bad behaviour, on the roll. If a boy manifests a disposition to set the teacher's authority at defiance, and disregard his counsel, he is suspended, in which case his parents are notified. If they think themselves aggrieved, they appeal to the directors, who, after investigating the matter, reinstate or expel, as the case may require. In the lowest class, the rolls are not used, the boys there being too small to properly appreciate the advantages they enjoy in the school, or to be reached by merits and demerits, on paper. In the lowest classes, the rod is sometimes used, being, in our opinion, absolutely indispensable, under the existing relations which parents, children, and teachers bear to each other. It is gratifying, however, to know, that the use of the rod is much less frequently called into requisition than formerly, and it is hoped, that the growing feeling of reciprocity between the parents and teachers will enable the latter, ere long, to dispense with its use altogether.

## NEW MARKET STREET PUBLIC SCHOOL.

WEEKLY ROLL of Merit and Demerit, for

The Parent or Guardian is respectfully requested to examine, sign, and return the roll weekly, as it will be presented.

| Date. | Attendance. | | | | Behaviour. | | Lessons. | | | Remarks. | Name of Parent, or Guardian. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Weeks | Punctual. | Tardy. | Absent. | Not excused | Good. | Bad. | Good. | Mediate. | Bad. | | |
| 1st | | | | | | | | | | | |
| 2nd | | | | | | | | | | | |
| 3rd | | | | | | | | | | | |
| 4th | | | | | | | | | | | |
| 5th | | | | | | | | | | | |
| 6th | | | | | | | | | | | |
| 7th | | | | | | | | | | | |
| 8th | | | | | | | | | | | |
| 9th | | | | | | | | | | | |
| 10th | | | | | | | | | | | |
| 11th | | | | | | | | | | | |
| 12th | | | | | | | | | | | |
| 13th | | | | | | | | | | | |

N. B. It is confidently presumed, that every Parent and Guardian will cheerfully co-operate with the committee and instructors in this, and all their efforts to promote the welfare of the school. It is also believed that the scholars will deem it a privilege to receive, and preserve unblemished, their respective rolls.

J. M. COLEMAN, Principal.

This roll lasts thirteen weeks, or one quarter.

THE ROLL.

One of the foregoing rolls is furnished for each boy, and lasts him thirteen weeks. At the end of each exercise, those boys who have passed the examination, without failing to answer a single question, are told to raise their hands, and mark their lessons "good." Those who fail to answer more than one, mark theirs "bad," and those who fail to answer but one question, mark theirs "mediate." Every boy who is in school five minutes before nine, in the morning, or two in the afternoon, is marked "punctual," for that half day. If he comes after that time, and before ten minutes past nine, (or two,) he is marked "tardy," and if he is later than that he is sent home. It is a rare occurrence to have a boy coming in late, and but few are tardy. Should a boy absent himself from school, without a good and sufficient reason, he loses his seat. This enables us to keep up a first rate attendance. We have two hundred and twenty six seats, and admit no more than that number of scholars, yet our attendance averages over two hundred and eighteen for the past year; exceeding, perhaps, that of any other day school in this country. At the end of each session, or half day, those boys who have not spoken during said time, receive three merits for good behaviour, and those who have not been in the yard within the same time, receive two merits. In consequence of this, we are not troubled with boys asking to go out, or with their talking at their seats. At the end of each week, the aggregate merits and demerits are entered on the roll, which is then sent to the parent for his inspection. He examines it, notes his approval or disapproval, in the column for "remarks," signs his name to, and returns it to the teacher on the Monday following. Having used these rolls one year, we are well

satisfied of their utility. An essay might be written on their advantage.

### EXAMINATIONS.

Although each assistant teacher has the entire management of her class, it is the duty of the principal to direct her as to the manner of teaching, and by frequently examining the several classes, satisfy himself that those directions are faithfully and successfully applied. In this school, such examinations have generally given the fullest satisfaction to the principal, and he has not unfrequently been astonished at the progress of particular classes. The assistants learn the manner of teaching, by spending a half day, occasionally, with the principal, and hearing and seeing his method of conducting recitations.

### THE LYCEUM.

Attached to the school is a society, composed of the scholars, called the "Franklin Lyceum." Each member pays ten cents, as an initiatory fee, and five cents per month, so long as he continues a member. With the money thus collected, over three hundred dollars worth of apparatus has been purchased, and the fund is constantly supplying means to purchase more. The society meet weekly, when the principal, or some gentleman, who is kind enough to do so, lectures to the members on some subject in Natural Philosophy, Chemistry, &c., which may be deemed useful to them. The members sometimes speak pieces, or read original essays. To this society several of the young ladies of the girls' department are connected.

The society elects its own officers, who manage all its affairs.

JOHN M. COLEMAN, *Principal.*

# CHAPTER VIII.

## PRAYERS TO BE USED AT THE OPENING OF SCHOOLS, TOGETHER WITH HYMNS, MORAL SONGS, AND FORMS OF ROLLS. &c. &c.

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### PRAYER I.

ALMIGHTY GOD, the Fountain of all wisdom; who hast safely brought us to the beginning of this day, defend us in the same with thy most gracious protection. Enlighten our minds, strengthen our memories, and sanctify our hearts. Grant that we may so diligently apply ourselves to our studies, that, increasing every day in all useful knowledge, we may not only become useful to ourselves, but ornamental and serviceable to the Commonwealth in which we live. What we know not, do thou teach us; instruct us in our duty to thee, and our fellow men, and give us grace always to do those things which are well pleasing, in thy sight. More especially, we pray thee to lend thy aid, that we may grow wise unto the salvation of our immortal souls, and that finally we may be exalted to that glory, which is unfading, in the heavens. We beseech thee to hear us, in the name of Jesus Christ, our Lord and Saviour. Amen.

## PRAYER II.

Almighty and all-seeing God, we render unto thee our thankful praises, that thou hast preserved us through the past night, and brought us in health and safety to this house of instruction. We beseech thee, that thou wouldst lend thy spirit of wisdom to both teacher and scholars, to the end that they may be advanced in the knowledge of their respective stations, and that the means for improvement, which thou hast graciously provided, may be profitably employed. Bless, we pray thee, the Governor of the Commonwealth, and all others in authority; and do thou so rule and govern the affairs of our beloved state, that all things may minister to the good of thy people, and promote the honour and happiness of our country. We humbly offer this prayer in the name of Jesus Christ, our blessed Lord and Saviour. Amen.

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## PRAYER II.

Father of Light, and God of all wisdom, we bless thy name that thou hast given us the privilege of meeting together at this time, in health and safety. In mercy do thou enable us to perform our respective duties, and lend the aid of thy illuminating spirit, in the acquisition of truth, and all useful knowledge. Write upon our hearts thy holy will and commandments, and give us grace so to live in this world, that we may finally be exalted to that beyond the grave, which is immortal and full of glory. Hear us, O God, we beseech thee, through Jesus Christ, our Lord and Redeemer. Amen.

## MORNING HYMN.

My God, who makes the sun to know,
  His proper hour to rise,
And, to give light to all below,
  Doth send him round the skies.

When, from the chambers of the East,
  His morning race begins;
He never tires, nor stops to rest,
  But round the world he shines.

So, like the sun, would I fulfil
  The business of the day;
Begin my work betimes, and still
  March on my heav'nly way.

Give me, O Lord! thy early grace,
  Nor let my soul complain,
That the young morning of my days
  Has all been spent in vain.

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## EVENING HYMN.

And now another day is gone,
  I'll sing my Maker's praise;
My comforts ev'ry hour make known—
  His providence and grace.

But how my childhood runs to waste!
  My sins how great their sum!
Lord, give me pardon for the past,
  And strength for days to come.

I lay my body down to sleep;
  Let angels guard my head,
And through the hours of darkness keep
  Their watch around my bed.

With cheerful heart I close mine eyes,
  Since thou wilt not remove;
And in the morning let me rise
  Rejoicing in thy love.

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## GOOD RESOLUTION.

Though I'm now in younger days,
  Nor can tell what shall befall me,
I'll prepare for every place,
  Where my growing age shall call me.

Should I e'er be rich or great,
  Others shall partake my goodness;
I'll supply the poor with meat,
  Never showing scorn nor rudeness.

Where I see the blind or lame,
  Deaf or dumb, I'll kindly treat them;
I deserve to feel the same,
  If I mock, or hurt, or cheat them.

If I meet with railing tongues,
  Why should I return them railing;
Since I best revenge my wrongs
  By my patience never failing!

When I hear them telling lies,
  Talking foolish, cursing, swearing;
First I'll try to make them wise,
  Or I'll soon go out of hearing.

What though I be low and mean,
  I'll engage the rich to love me;
While I'm modest, neat, and clean,
  And submit when they reprove me.

If I should be poor and sick,
  I shall meet, I hope, with pity;
Since I love to help the weak,
  Though they're neither fair nor witty.

I'll not willingly offend,
  Nor be easily offended;
What's amiss I'll strive to mend,
  And endure what can't be mended.

May I be so watchful still,
  O'er my humours and my passion,
As to speak and do no ill,
  Though it should be all the fashion.

---

## LOVE EACH OTHER.

"Little children, love each other,"
  Is the blessed Saviour's rule;
Ev'ry little one is brother
  To his playfellow at school.

We're all children of one Father—
  The great God who reigns above;
Shall we quarrel? No: much rather
  Would we be like him, *all love.*

He has plac'd us here together,
  That we may be good and kind;
And is ever watching whether
  We are one in heart and mind.

He who's stronger than the other,
  Let him be the weak one's friend;
Who's more playthings than his brother,
  He'll delight to give and lend.

Selfish children's sad behaviour
  Shows they love themselves alone;
But the children of the Saviour
  Will not call the *best* their own:

All they have they share with others,
  Give kind looks and gentle words;
Thus they live like happy brothers,
  And are known to be the Lord's.

---

## THE GOLDEN RULE.

To do to others, as I would
  That they should do to me,
Will make me honest, kind, and good.
  As children ought to be.

I know I should not steal, or use
  The smallest thing I see;
Or what I should not like to loose,
  If it belong'd to me.

And this plain rule forbids me quite,
  To strike an angry blow;
Because I should not think it right
  If others served me so.

But any kindness others need,
  I'll do it cheerfully;
As I am very glad indeed,
  When they are kind to me.

Whether I am at home or school,
  Or walking out abroad,
I never would forget this rule
  Of Jesus Christ our Lord.

---

## OUR FATHER IN HEAVEN.

Great God, and wilt thou condescend
To be my Father and my friend?
I, but a child, and thou so high;
The Lord of earth, and air, and sky.

Art thou my Father? Let me be
A meek, obedient child to thee;
And try, in ev'ry deed and thought,
To love and please thee, as I ought.

Art thou my Father? I'll depend
Upon the care of such a friend;
And only wish to do and be
Whatever seemeth good to thee.

Art thou my Father? Then at last,
When all my days on earth are past,
Send down and take me, in thy love,
To be thy happy child above.

# FORM OF ROLL, OR ROSTER OF SCHOLARS.

| No | NAMES. | First week. | | | | | | Report. | Second week. | | | | | | Report. | Third week. | | | | | | Report. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | M. | T. | W. | T. | F. | S. | | M. | T. | W. | T. | F. | S. | | M. | T. | W. | T. | F. | S. | |
| 1 | James Adams. | + | \| | + | — | — | + | 3 | | | | | | | Truant. | | | | | | | |
| 2 | John Allen. | + | + | + | + | + | — | 1 | + | + | + | + | + | + | | | | | | | | |
| 3 | Henry Anson. | \| | + | \| | \| | \| | + | 3 | \| | + | + | + | + | + | 1 | | | | | | | |
| 4 | Thomas Boyd. | + | + | + | + | + | + | | + | + | + | + | + | + | | | | | | | | |
| 5 | | | | | | | | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | | | | | | | | | | | |
| 14 | | | | | | | | | | | | | | | | | | | | | | |

# SCHOOL REGISTER.

| No | NAME. | Age. | Residence. | Where born. | What parents | Parents occupation | Admitted. | Discharged. |
|---|---|---|---|---|---|---|---|---|
| 1 | James Adams. | 5 | Jones' Mill. | Pennsylvania. | Mother. | Weaver. | Jan'y. 1, 1839. | |
| 2 | John Allen. | 7 | Turnpike Gate. | New York. | Both. | Shoemaker. | March 15, 1839. | July 3, 1839 |
| 3 | Henry Anson. | 9 | Smith's Farm. | Ireland. | Both. | Carpenter. | Oct. 3, 1838. | Mar. 5, 1839 |

## MONTHLY PEPORT.

*Philadelphia,* 18

TO THE DIRECTORS OF THE PUBLIC SCHOOLS.

DISTRICT, SECTION.

*The Teacher of* *School reports :—*

The number belonging to School at last report was
number admitted since by Visiting Committee,
number left School, - - - - -
The present number belonging, - - - -
Register number, - - - - - -
Average for the month, - - - - -
Vacant seats, - - - - - - -
Number not vaccinated, - - - - -

—

REASONS FOR LEAVING SCHOOL.

Discharged, - - - - - - -
Removed, - - - - - - - -
Gone to work, - - - - - - -
Gone to other schools, - - - - -
Other causes, - - - - - - -
Unknown, - - - - - - - -
Truant, - - - - - - - -

## RULES AND REGULATIONS FOR THE GOVERNMENT OF THE PUBLIC SCHOOLS,

*With advice to the Parents and Guardians of Pupils belonging thereto.*

*First.*—The hours for instruction, throughout the year, shall be as appointed by the different Sectional Boards.

*Second.*—A vacation shall be allowed on the twenty-second of February—Good Friday, and until the succeeding Tuesday,—Fourth of July—from the last day of July until the first day of September—on Christmas Day, and until the second day of the next year,—and on the afternoon of the last day of every week.

*Third.*—Parents or guardians shall not, at any time, or on any occasion, interfere in the government of the schools. Complaints must be addressed to the Visiting Committees.

*Fourth.*—Children are not to be detained at home on any frivolous employment, but are required to appear at school at the stated hour, with clean face and hands, hair combed, and as decently apparelled as their circumstances will permit.

*Fifth.*—It is recommended that parents and guardians should co-operate with the teachers by strict attention to the morals and behaviour of the children while at home; keep them at all times from associating with idle, noisy, or wicked company, in the streets, or elsewhere; and especially exert their authority to prevent the pernicious habits of swearing, lying, and other vices, and endeavour to set before them examples of sobriety and good conduct. They are requested to inculcate obedience to their children's teachers; and, generally, by their demeanour and manners, endeavour to train them in virtuous, religious, and industrious habits, that

may enable them to perform their various duties of life, with honour to themselves and benefit to society.

By order, and on behalf of the Controllers of the Public Schools.

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## RULES FOR THE GOVERNMENT

### OF THE PUBLIC SCHOOLS, SECOND SECTION.

[Adopted by the Directors.]

*First.*—The school houses shall be under the care of the principal male teachers; whose duty it shall be, to prevent, as far as they can, any abuse or waste of the public property, respectively, committed to their charge. And in case of any loss taking place, or injury being done, they are required to give immediate information to the Visiting Committee.

*Second.*—It shall be the duty of the Principal and Assistant Teachers, to be at their respective stations, at least fifteen minutes previous to the hour of opening the school for the admission of the scholars, and to prevent, as far as practicable, their collecting in the street or yard. They are also to require of their classes to go directly home, upon leaving the school; and generally, to use their endeavours to prevent our public schools from incommoding the neighbourhoods where they are located.

*Third.*—The time for opening the schools, shall be at 9 o'clock, and for closing, at 12, in the morning; and open at 2 o'clock, and close at 5, in the afternoon.

*Fourth.*—As all the instructors derive their authority from this Board, they shall all be equally respected and obeyed by the pupils. The principal teachers being more immediately responsible for the good order and improvement of the schools, shall hold priority of rank; and their directions, in

relation to the general course of instruction, and all the other internal regulations of the school, shall be followed by the assistant teachers.

*Fifth.*—The Assistant Teachers shall not, at any time, (unless from some unavoidable circumstance,) absent themselves during school hours, without permission of the Principal, or some one of the Directors.

*Sixth.*—As it will be impossible that the interests of the scholars can be promoted, to the extent this Board desires, unless harmony prevails amongst the teachers, any difference arising, must be submitted immediately to the Visiting Committee, for their decision. A right, however, is reserved of an appeal to the Board of Directors. And as this Board considers harmony of purpose and friendly feelings amongst the teachers, as indispensable to the progress, improvement, and moral culture of the pupils, no Instructor will be retained in the service of the Board, who shall manifest a disposition averse to such social and friendly intercourse with the other teachers, as the duties of the schools may require of them.

*months, ending with*

| | Writers on Paper. | Geography. | Natural Philosophy. | Composition. | | | | REASONS FOR LEAVING SCHOOL. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Discharged. | Removed. | Employed in business. | Gone to High School. | Gone to other schools. | Other causes. | Reason unknown. | Truants. | TOTAL. |
| M | | | | | | | | | | | | | | | | |
| F | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |

| | Volumes in School Library. | Tons Anthracite. | Barrels Charcoal. | Apparatus for School Lyceum. | |
|---|---|---|---|---|---|
| | | | | | $ |
| | | | | | $ |
| | | | | | $ |
| | | | | | $ |
| | | | | | $ |
| | | | | | $ |
| | | | | Amount. | $ |
| | | | | Specimens of Shells. | |
| | | | | Specimens of Minerals. | |

} Principals.

# CHAPTER IX.

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## SCHOOL HOUSES, FIXTURES, ETC.

THE stupendous public works which Pennsylvania has executed, invariably awaken the greatest admiration, not only on account of the boldness of their conception, or the magnificence of their plans, but also for the admirable skill and prevailing solidity of their execution. They are a towering monument of her enterprize; whilst they furnish the best models for similar works, as well for their beauty, as for the excellence of their construction and the durability of their materials. For these qualities, they have been deservedly pronounced as unparalleled in our land, and hardly excelled in Europe.

The principles of their execution are those which are common with the citizens of our noble commonwealth, and are found to direct the construction of the various works undertaken by private, as well as public enterprize. Every where are their effects to be seen throughout our vast territory; and whilst the state and county buildings, or the public internal improvements are invariably marked by the characteristics of extensive plans and excellence of construction, the same features are observed in works by private citizens.

No region of country presents to the eye, either in its agricultural districts or its towns, granaries so vast and durable; mansions so convenient and imposing, or farms so admirably cultivated; irrespective of cost, as our own Pennsylvania. They are evidences of the character of her people, and proudly can her children point them out for the respect of the American public.

It is to be regretted that in one particular, however, our people have lost sight of the honour which they have deservedly won, on account of their mode of constructing their works. With respect to the public school houses, an indifference as to their convenience, comfort, or appearance, has too generally prevailed. With but very few exceptions, the buildings are wretchedly constructed, and are hardly fit for the avowed purpose of their erection. A mistaken economy, or rather a censurable parsimony, has prevailed, and edifices which, next to temples of religion, ought to present some distinctive features, and evidence some care in their construction, are a standing reproach to the community, by whom they were erected.

During the period, when no general system prevailed, some slight excuse might be given for this neglect. At the present, however, no reason can prevail for continuing it. The liberal appropriations by the state to the several districts, are sufficient to aid in remedying this prevalent defect; and it is hoped that in a few years, there will be seen throughout the commonwealth, edifices which will deservedly claim the admiration and praise of those who are most interested in her honour and character.

When it is recommended that a close attention be paid to the construction of school houses, it is not intended to pro-

pose a lavish expenditure in ornament, or even that the strictest plainness be not adhered to. What is urged is, that the buildings have something *of a distinct and special appearance; that they be built according to architectural proportions and symmetry, and that they be finished to the full, so far as regards plastering, painting, and the furniture.* Should these particulars be observed, the additional expense will be so inconsiderable, that in the smallest and poorest district in the state, it will hardly be felt; whilst by pursuing this principle, the credit of the neighbourhood will not only be advanced, but a most important benefit secured.

This is, THE MORAL INFLUENCE, *which decent and well arranged school houses* have upon the scholars attending them. The salutary effect is far greater than at first blush is believed to be the case. Yet it cannot be denied; and so well convinced of this truth, have been the minds of those who have taken a becoming interest in the matter, that throughout Europe, and in many portions of our country, the edifices for instruction, whether colleges, academies, or elementary schools, have been erected at considerable cost; many of them at enormous expenditures. This is not recommended; but the fact is stated, to show that the views of the founders of these establishments were correct. *They knew that the associations of symmetry, and beauty, and regularity observable in the school structures, would be most advantageous upon the minds of the scholars.* They also were convinced of *their good moral effects upon the youth:* for it is now an admitted axiom, *that it is wholly impracticable to have a school of any order and regularity, when the building is imperfectly constructed or filthily kept.* That silent and imperceptible restraint upon mind and

habits, is wanting, and the continual influence of what is now insisted upon, is unfelt by the scholar. All about and around him gives no idea of system, harmony, or provision for his comfort; and whatever may have been his domestic training, or native disposition, he, in a short time, grows irregular and careless to propriety of conduct, or dignity of bearing. He becomes a sloven in his manners, and neglectful of his studies; for there is nothing to stimulate him to pride of character, and much less any thing to urge him to a proper ambition to excel. It is with this view that the appended plans for school houses and their furniture have been prepared by a skilful architect of Philadelphia. It will be seen that they are simple in their construction, and consequently, that all extravagance has been avoided. Indeed, this has been sedulously guarded against; and the cost of the principal model, when built of stone, will not exceed the means of any district in the state, A master builder and architect, in the city, has estimated the cost of erecting plan No. 1, with its furniture, at $600, in any of the principal towns of Pennsylvania; and is confident, that in the open country, it can be built for $450 or $500. It is calculated to accommodate 120 scholars, and without any inconvenience, will hold 150, or more. Either to villages or the open country, they will be striking and beautiful improvements; and their arrangements are such, as must receive the approval of any who will examine them.

HINTS FOR THE CONSTRUCTING OF SCHOOL HOUSES.

If the school house is to be erected in a village, the two considerations should be, the retired situation of the lot, and its spaciousness. The difference in favour of the location,

will meet the additional cost for the latter benefit; which is one, on no account to be overlooked. Children require play-grounds, and schools should be so situated, as to be as much removed from adjoining buildings, and as private as possible. Lots of ground purchased for schools, in the open country, ought never to be less than one acre.

The premises should always be enclosed, either by walls or substantial fences. A pump ought to be in the yard, and sheds for the protection of the children, who may come before the opening of the school, or during the noon recess. The *offices*, in every case, should be *hidden* by *screen fences;* and if both sexes attend the school, partitions ought invariably to be erected.

The general dimensions of school houses should be such, that the length is double the breadth. This proportion is regarded as the best, on many accounts: the most of which will, at once, be apparent.

Of the materials from which they should be constructed, stone or brick, ought to have a preference. A frame house, however, can, in some sections of the state, be erected at less cost: and those plans given may be used, when employing wood, as well as the former materials.

The elevation of the ceiling from the floor, ought to be at least eleven feet, both on account of ventilation, and the reverberation of sound. The best rule for the height of school rooms, is to make them of one-fourth of the length of the building.

In all cases, let the interior be well plastered and washed with lime. The walls will thus not only be of a clean appearance, but will also reflect light. There should be no want of the latter, and therefore enough of windows should be provided for. These should be glazed with panes of

seven by nine, both as respects the original cost, and the cheapness of replacing them when broken. In all cases, the windows ought to have exterior shutters, which, at the evening of every day's session, must be closed by the teacher.

There should be neither interior projections from the walls, nor pillars to support the roof, which might interfere with the arrangement of the school, and obstruct the view of the teacher.

The platform upon which the teacher is seated, should be elevated sufficiently high, that the whole school may be distinctly seen by him. Its height will vary according to the dimensions of the room, but most generally, will be from two to three feet.

The stove by which the school is heated in winter, should be of sufficient size, so that no complaint be rendered by the scholars, to justify the leaving of their seats. It ought to stand on sheet lead or iron, or in a sand-box, for the prevention of accident, by fire. Coal is recommended to be used, as being both cheaper and more safe than wood. The flue for conveying the smoke, can be run up the interior of the belfry-tower, and come out through the roof, in the middle of the rear wall.

It will be seen, that by the plans, vestibules or anterooms are designed at the entrances. They are intended to be the closets for the hats, cloaks, and provision-baskets of the scholars. A room is thus provided for each of the sexes; and the numbers of the pegs should correspond with those on the respective desks. By this plan, every confusion is avoided.

In the basement of the belfry-tower, is a spacious room for the school library, and the books and papers of the Directors. The key of this room should be kept by the

teacher, and he be made responsible for its contents. If necessary, a second story can be finished, and at an inconsiderable expense.

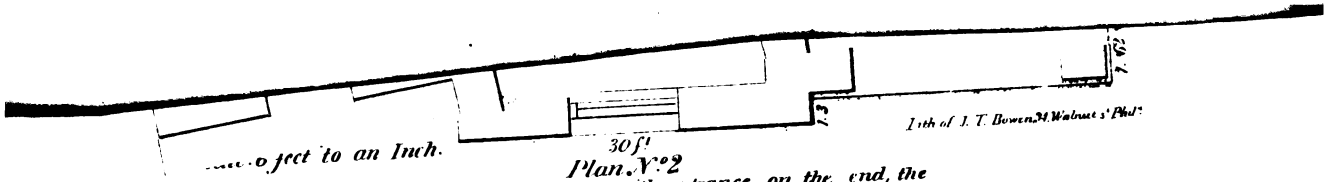
### FURNITURE OF THE SCHOOL.

This ought to be a matter of attention with the directors. The model of the desks, (plate 2d,) is that which is most approved throughout those districts in which they have been longest used. Each is intended for two scholars—is four feet long, twenty inches broad, and two feet seven inches high : the aisles, between the tiers, being twenty-four inches. It will be noticed that the bench for one desk is fixed to the front of that directly behind it; and that when the occupants of a desk leave their seats, by moving to the right and left, outwards, there is no confusion nor interference. Their construction likewise gives every facility to the teacher for approaching each scholar.

The desk and benches should be made of cherry, or black walnut, and varnished, or of yellow pine, and then painted of a dark lead or green colour. They should be well fastened to the floor; and in the top or horizontal slip, an aperture of nine inches by three-quarters, for the slate to be dropped in, is cut. The inclination of the desk is from two to three inches. In the *sectional* plan of the desks, (plate No. 2,) A, is the cell or interior of desk—B, bench—C†, recess for slate—C C, apertures for slates—D D, ink-wells. The *ink-wells* should be of glass, and sunk into the horizontal slip of the desk, aside of the aperture for the slates. A cover of sheet tin, working on a point, ought to be turned over them, when not in use.

The black-board has already been shown to be a necessary appendage to the school-room. In addition, there

ought to be maps of the different portions of the world; boards of arithmetical tables, in the largest characters; alphabets in *script;* moral sentences; pictures of objects in natural history, and the diagrams of the fundamental principles of practical geometry. The benefit of having these in the constant view of the scholars, will immeasurably repay the inconsiderable expense of their purchase. In the library room, shelves should be fixed, for the placing of such specimens of minerals, &c., as may be gathered in the neighbourhood.

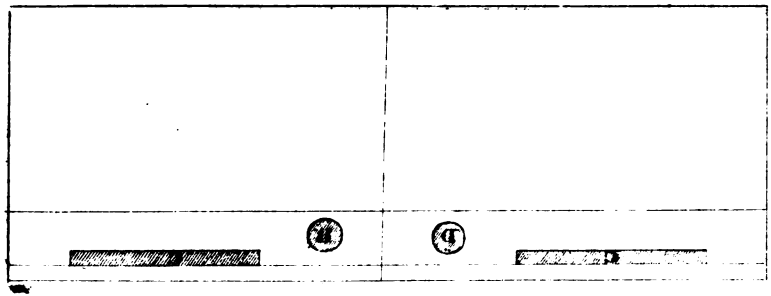



...o feet to an Inch.

30 ft

Lith of J. T. Bowen, 34, Walnut st Phil.

Plan No. 2

Plan for a Public school with entrance on the end, the Centre of the front marked No. 1 being the elevation.

Plan of the top of a pair of desks.